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SECRETARIAL NOTES  
*for the*  
TWELFTH ANNUAL CONFERENCE  
OF THE NATIONAL ASSOCIATION  
OF DEANS AND ADVISERS OF MEN



*Held at*  
FAYETTEVILLE, ARKANSAS  
May 1, 2 and 3, 1930

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**The Twelfth Annual Meeting of the Association of  
Deans and Advisers of Men, Meeting at  
the University of Arkansas,  
Fayetteville, Arkansas  
May 1, 2, and 3, 1930**

**FIRST SESSION**

The first session assembled at 9:30 A. M., May 1, in Room 315 of the Agricultural Building for registration, and at 10 o'clock was called to order by Dean J. W. Armstrong of Northwestern University, President of the Association.

President Armstrong: We are honored in having with us the President of the University of Arkansas who has very kindly consented to be here with us in the opening of this meeting. I wish to present President John Clinton Futrall of the University of Arkansas.

**ADDRESS OF WELCOME TO THE DEANS OF MEN**

By Pres. John Clinton Futrall, President of the University of Arkansas

Some years ago we appointed one of our distinguished faculty members to the position of Dean of the College of Arts and Sciences. Shortly afterwards this gentleman attended a large convention of deans of institutions of that kind. When he came back he told me about a good many things he had learned and a great deal of good advice he had received. One thing he said that the other deans had particularly impressed upon him was that he must not have anything to do with student discipline, but that he should spend his time in advising his students as to the course they should pursue, encouraging them in their work, seeing that they have the courses necessary to enable them to graduate, and other such things.

Some years afterward I recommended to the Board of Trustees of the University that we appoint another member of our staff to the position of Dean of Men. One member of the board asked this question: "What are the duties of a Dean of Men?" Very probably I did not answer that question entirely to the satisfaction of the trustee. Certainly I was not able to answer it to my own satisfaction. I replied that, in a general way, a Dean of Men was engaged extensively in personnel work with the students, and that I hoped that the appointment of an officer of that kind in the University of Arkansas would help us to solve the disciplinary problem.

The position was created and the dean appointed. Very soon he too went away to attend a convention of deans, and when he came back he reported that it had been very strongly impressed upon him at the con-



vention that the Dean of Men should not be a disciplinary officer. Apparently that is one thing in a university that almost everybody wants to get as far away from as possible. So we compromised by making the Dean of Men not only adviser of men students, but also the adviser of the University Committee on Discipline, with the distinct understanding that it should be the particular duty of the dean to see to it that, when a student came before the Discipline Committee, he had a fair hearing, and that every point that might be in his favor should be brought out and presented to the committee.

We have in this community a local celebrity who issues a periodical which he circulates rather widely over the United States. This man is rather a unique character. In one of his editorials not long ago he made the statement: "I am against all compulsions whatever."

I must admit a feel of sympathy with the man who wrote that line. We used to have in this University a booklet of rules regulating the conduct of students. There were ninety-five rules and the first ninety-four of them said: "You must not do this, you must not do that, and you must not do the other." The ninety-fifth rule stated that anything that is not mentioned in the preceding rules, you must not do that either. We abolished that book long ago, but I still have a feeling that, in common with most other universities, we may be keeping on our statute books too many rules attempting to regulate the conduct of students.

My own feeling in this respect may go back to my student days at the University of Virginia, in what some people are now pleased to call the "roaring nineties." In that institution at that time there were so far as I know, only two rules regulating student conduct, and both of these were unwritten. The first was: "You must not cheat on examination;" and the second was: "You must shape your general conduct in such a way as to remain out of jail long enough to attend your classes at least occasionally." Yet, when I look back over the years that have elapsed, and consider the careers of the men with whom I was associated in that institution, I have never been able to feel that the failure of the faculty to attempt to control student conduct in minute particulars ever did them any great harm. During my day at the University of Virginia there were never more than five hundred students in attendance, and a remarkably large number, as well as a remarkably large percentage, of those men have attained distinction in the life of the nation, and have become men to whose careers their Alma Mater could point with pride.

For example, one of these men succeeded Mr. McAdoo as the Director General of Railroads in the World War. Another has for years been the Surgeon General of the United States Army. Another one is a member of the faculty of one of the greatest medical schools of this country and generally regarded as the world's greatest authority in his particular line of surgery. Quite a number of them have become really distinguished university professors, others have become governors of

their states, members of Congress, United States Senators, diplomatic representatives, judges of federal and state courts, distinguished lawyers and doctors, and you may place this last in the category of distinction or of notoriety, as you choose,—at least ten of them have become presidents of important colleges and universities.

I have followed the careers of a great many of the men with whom I was associated in that institution, and it so happens that the only one who, to my personal knowledge after leaving the University plumbed all the depths of iniquity, was a young man who, in his college days, absolutely refrained from all the foibles, follies and vices that many of the students engaged in. Some people might say that this was merely the delayed effect of the bad associations that he had in his college career. I do not attempt to explain.

The business of deans of men may be described, I suppose, as having to do with personnel work with students. Unquestionably this is a matter of great importance in an institution of learning, and most institutions, have, up to the present time, neglected it to a far greater extent than they should. This year we appointed in the University of Arkansas a committee to study the matter of personnel work with a view to its expansion and improvement. That committee has recently made to me a lengthy report advocating the inauguration of a far more extensive personnel service than we have now which would require numerous blanks that must be kept up to date and would cost the University a considerable additional sum for people who would secure and record the information, keep it up to date, and use the information thus assembled in an effective way. This personnel service would begin as soon as a freshman enters the University and would be carried on as long as he remains a student here. With a very large number of students never getting beyond or even through the freshman class, and with many others never passing beyond the sophomore class, as is the case in a large number of state universities, it seems to me doubtful, whether the elaborate personnel service suggested would, in many cases, justify itself. Exposing a freshman for one or two semesters to the University atmosphere and then letting him go is of doubtful value. I would readily agree that elaborate personnel records for all would be justified in the case of an institution which carefully selects its students for admission to its freshman class, and, therefore, carries a large percentage of those admitted through to graduation. It has been demonstrated to my satisfaction that, by taking a combination of the student's record in high school in connection with a mental test applied to him, we can say that here is a group of high school graduates who certainly will not succeed as university students, and we will not go wrong in more than one or two cases in a hundred. I doubt, however, whether at any time soon the sentiment of the country will be such that the state supported institutions can apply a selective method that would exclude from entrance a large number of high school graduates. They are now being excluded later and in another

way, as you well know, but only at a tremendous cost and with much waste and lost motion. We take the men and let them demonstrate they can not succeed and then drop them. Very recently there came to my desk a statement about an investigation that has been made concerning the average cost of a college education. The investigators concluded that the average cost of a four-year college education per student in the United States is \$9,200. That sum includes money spent by the federal government, by the state government, money from endowments and other sources, money paid in as fees by the student, living expenses of the student, and the last and greatest item was the money that the student might have earned by his own labor if he had not been in college. If this figure is approximately correct, it costs a very sizable sum for a young man to enter college and remain even one semester and then drop out.

But I see that I am beginning to get over into the field of the deans and to discuss things that you will no doubt be discussing here for the next two or three days. My purpose this morning is to assure you of a warm welcome to our state and to our University. You have come to one of the real beauty spots of the United States, the heart of the Ozark Mountains. Some of you may have thought of Arkansas as a land of swamps and lakes and great rivers, yet we have here in the north-western part of the state the only real mountains that exist in the Ozark range. Seventy-five miles to the south of you are to be found the highest peaks between the Alleghenies and the Rockies.

It is the duty of Dean Ripley to supply you with anything you may want while you are here and, if he does not do his duty, we hope you will inform us, that we may send him before the Discipline Committee, an organization which, I am told, has, on this campus, the reputation of being composed of tough hombres.

President Armstrong: President Futrall we thank you for this welcome and for all the things you have said. It is not possible for each to respond, so we have asked Dean Stanley Coulter of Purdue to make official response: Dean Coulter.

Mr. Coulter: President Futrall: In behalf of the Deans of Men, I desire to express appreciation of your very cordial and gracious address of welcome. I am also sure that I voice the sentiments of the Deans here present, when I thank you for the wise counsels and pertinent suggestions embodied in your welcome.

The Deans and Advisors of men whom I represent are a very modern development in University Administration. When the office was created its functions were very vaguely glimpsed. Neither the appointing body nor the appointee knew clearly "what it was all about." When notified of my appointment I asked the Board of Trustees to define the duties of the office. Their response was, that they did not know, but when I found out I might report back to them. Later I found that a Dean was expected to take over the unpleasant tasks the President wished to avoid,

as well as those the professors desired to side step. At first indeed the Dean of men seemed to the scape goat of the institution he served. But as the years passed the functions implicit in the office began to emerge and the Dean of Men reached his present exalted position.

A decade or more ago, a small group of Deans, representing Universities in neighboring states gathered at the University of Illinois to discuss their common problems and perhaps to clarify their own status. Out of that little group of five or six men, this great conference arose. Today in this conference those present represent institutions from the Atlantic to the Pacific and from the Gulf to our northern tier of states.

When it is realized that to these representatives has been committed the oversight and watch care of some seventy-five or one hundred thousand young men, the vast importance of their duties becomes apparent.

An examination of the programs of the successive meetings reveals but little variance in topics treated. But why should they change since the student remains the only changeless thing in this changing world. Their problems are therefore recurrent and must have consideration at every conference. Still the programs reveal an increasing tendency to evaluate our work in terms of University spirit, rather than in terms of our own duties and status.

We are glad, Mr. President, to meet in a region of such entrancing beauty, so replete with historical memories and in the academic shades of this University, which under your wise administration has so magnificently served youth and the state.

We are not meeting in an unfamiliar region. Your own Dean Ripley has been singing the praises of Arkansas so loudly and so persistently that we owed it to him and to ourselves by personal visitation to determine his veracity. However, I must say that if Dean Ripley is held in as high regard and affection in this university and state as he is in this conference of Deans, he should be one of the happiest men in the world.

We hope that this conference will bring something of value to your institution. We are very sure that we shall receive from you more than we can give in return. In your exceptionally favored situation you have been able to solve problems which still trouble some of us in a less favorable environment. Deans of men, like physicians, are constantly treating symptoms instead of causes. If we can find the heart of the problem, and the heart of the student our task will be both light and joyous.

I am happy, President Futrall, that the chairman of this conference assigned me this pleasant duty. After your cordial words we feel that we are old friends on a welcome visit.

Armstrong: The first paper on the program this morning is to be presented by Dean W. L. Sanders of Ohio Wesleyan University.

## REACHING THE FRATERNITY THROUGH INTERFRATERNITY

By Dean William L. Sanders, Ohio Wesleyan University

Delaware, Ohio

April 28, 1930

This is not a plea in favor of the system of interfraternity relationships in vogue at Ohio Wesleyan University. I am not here to tell other Deans of Men what they should do in their situation. I shall outline the approach we make to the fraternities through our Interfraternity Council and Conferences, not that you may copy our methods but that we may all appreciate anew the spirit that gives life to this work, as well as to all our work in the office of the Dean of Men.

I am not so foolish as to think that we at Ohio Wesleyan have any corner on useful methods in the handling of fraternity problems. Most Deans of men are giving sympathetic attention to fraternities as is evidenced by the number who annually attend and participate in the sessions of the national Interfraternity Conference in New York and by the replies to a questionnaire I submitted in preparation for this meeting. Had I the experience of some of the men here I am sure I should be less inclined to address this Association on the theme, "Reaching the Fraternity Through Interfraternity."

A few simple assumptions underlie our work. First among these is a friendliness toward the fraternities based upon the belief that fraternities are, or may be, educational assets. Without blinking the problems these organizations sometimes present, we have befriended them in such a whole-hearted fashion that alumni and undergraduates believe that we respect fraternities. In my judgment that attitude is basic in all our dealings.

In the second place we have assumed that the college and the fraternity programs can be harmonized without either suffering in the process. The youthful thinking in the fraternities as opposed to the more mature Faculty viewpoint inevitably issues in occasional misunderstandings but these need not be so deeply rooted as to warrant a "call to arms." Where a fight is waged and the fraternities are defeated a situation follows which does not impress me favorably. I believe more progress could have been achieved by the fraternities and the college working together for common ends.

The third assumption we make is this: That fraternities can be so integrated with other college interests that they will not unduly magnify their own importance. It is true that fraternity men have frequently thought of the college as existing for the fraternity's sake. We assume that this attitude is not a necessary outcome of the fra-

ternity system. On the contrary we believe that in the right kind of fraternity life college loyalty will not suffer.

These assumptions are not merely theoretical considerations. For more than seventy-five years fraternities have been a part of our educational system at Ohio Wesleyan. Their growth and development in equipment and educational ideals have kept pace with that of the college, a fact that bespeaks for them a continued friendliness on the part of the administration.

Four years ago we made a new approach to interfraternity and to college-fraternity relationships. An old Pan-Hellenic Council composed of two representatives from each of the national fraternities was supplanted by an Interfraternity Council composed of the Presidents of all the fraternities, both national and local. This change grew out of a dinner conference of presidents which the Dean of Men held with a view to discovering ways and means of closer co-operation among fraternities and between the fraternities and the college in the educational work we all faced. The fact that from that day to this the Dean of Men has been elected chairman of the group each semester I mention merely to show that from the outset one member of the administration has been in close touch with the movement.

The Dean of Men usually meets the Council twice per month at dinner in one of the fraternity homes. The dining room is surrendered to the Council for that meeting and such business as we transact is discussed in the atmosphere of the good fellowship incident to the dinner. However much we have differed in our thought there has not been at any time, so far as I can recall, any lack of respect for either the fraternity or the administrative positions. There have been no doubts about the sincerity of fraternity or college.

As to method, we do not proceed according to a Constitution or By-laws. In fact we have none. Ours is not a legislative body. All that we do which in any way promises change in policy or procedure is referred to the individual chapters for discussion and vote. This is easier, of course, by reason of the limited size of the Council—there are but seventeen in the group. Paranthetically I may say that in the larger institution with fifty or more fraternities each of which is often represented in the Council by two delegates, a smaller body might do some of the interfraternity work more effectively than the Council. That is, I believe, the method followed at Stanford, and on paper it looks very promising.

The secretary of the Council keeps an accurate record of the business of each meeting and submits a transcript to my secretary who in turn types copies and sends them to the fraternity presidents. By this means each fraternity has before it on the Monday following our Thursday meeting a record of interfraternity business. The minutes are kept on file in my office, a provision which insures preservation of the records in the shifting tides of undergraduate record.

It is not my purpose to discuss all the work the Council attempts.



While we have for the most part confined ourselves to fraternity matters, there have been times when an entire meeting was devoted to problems of general interest. One task the Council has performed deserves special mention. In an attempt to develop a better interfraternity spirit and to focus opinion on certain fraternity problems, notably "Hell-Week," our Council has sponsored three local Interfraternity Conferences in which some of the leading fraternity executives of the country and as many fraternity men as we could interest in the movement have participated. In those meetings the emphasis has been on "fraternity" and its relation to the college rather than on "fraternity." In the forums and round table discussions untenable views have had to give way to saner ones. Men who had not examined critically the folly of "Hell-Week" were obliged to do so and many for the first time caught a new glimpse of what fraternity might mean. They discovered, too, that Freshmen could be handled successfully in more than one way. Perhaps the most satisfactory meetings of the conference were those in which the fraternity president and the visiting officers joined in informal discussion.

For one who has been closely associated with the work of Ohio Wesleyan's Interfraternity Council it would be easy to magnify unduly the accomplishments to date. We have by no means instituted a fraternal millenium on our campus. That advances in mutual understanding and good will have been achieved I do not hesitate to affirm. Personally, I have received a great deal of inspiration from the Council, more I think than from any other campus group. The fraternity presidents have likewise stated that the Council is the best student group they meet. These results are the product of the friendly feeling that obtains in our educational relationships rather than the outcome of any special techniques. Such success as we have attained indicates this to me: The attitude we assume means more than the special methods we employ in this work. The latter will depend upon the circumstances we face. For the former there is no substitute. We either have it or we don't. If we do not feel friendly toward the fraternities, it is not likely that we shall take the pains to find our way to a more amicable understanding. If we do not feel friendly toward the fraternities, they will sense that and anything we might attempt would likely fail. Our experience will bear me out in witnessing to the value of frequent and friendly conferences with those in whose leadership the chapters have confidence, namely, the presidents. Of course the morale or lack of it in such a group inevitably affects favorably or unfavorably the whole campus. That the Interfraternity Council can be a constructive force in fostering better relations among fraternities and between the college I think we have demonstrated beyond the point of dispute.

Armstrong: There will be ten minutes for discussion.

Sanders: I wish to present some data relative to Inter-fraternity councils. (Data sheets are distributed).

#### DATA ON INTERFRATERNITY COUNCILS

1. Name: Sixty of the sixty-three reports indicate the name as "Interfraternity Council."
2. Council Membership:
  1. Two Representatives—41
    - a. Without President—14
    - b. President usually a delegate—15
    - c. President with delegate—12
  2. One representative—22 (not necessarily President)
  3. One representative—9 (President only)
3. Local Fraternities:
  1. Members—38
  2. Non-members—11In some instances locals are admitted without vote.
4. Dean of Men a member?  
Yes—24  
No—36
5. Faculty members?  
Yes—26
6. Function of Dean or Faculty member:
  1. Advisory—28
  2. Active—7
7. Constitution and By-Laws—30.
8. Purposes summarized:
  1. Harmony among fraternities.
  2. Supervising of rushing and pledging.
  3. Co-operation between college and fraternities.
  4. Cultivation of a university spirit that transcends individual fraternity ambitions.
9. Twenty five schools report the action of the Council as binding on its members. Usually this is supported by the college administration.
10. In a majority of cases the Council is both a legislative and judicial body.
11. Reports indicate Council's effectiveness varies from a high degree of efficiency to state of worthlessness.  
The University of Pittsburg has put out a Handbook for 1929-30 with certain university rules. I find it very valuable and I believe many of us could use such a booklet. It seems to me it would be well for all our institutions to have Handbooks to be given to freshmen before they enter college.

Smiley: What about questions of legislation? If three-fourth of the students in the Council vote favorably on a given proposition, say a required annual inspection, what are the rights of the minority? Should they, or must they fall in line with the others?

Sanders: Yes.

Rienow: What do you do in case of trouble?

Sanders: I do not recall that we have had any serious trouble. There was a Hell Week proposition that caused some difficulty. I think if we had had an elaborate set of rules to enforce it would have been troublesome. The Council said in effect this to the offenders: "This

proposition was referred to the fraternities and they voted to take this step. You men have not lived up to the standard that they have set. You have not lived up to the spirit of the decision." It comes down to the question of attitude. I am not saying that you should do what we did. We rely on a friendly spirit of good will and mutual respect.

Armstrong: Do you find any difficulty in the short time the men hold office?

Sanders: Yes, one half of the fraternities elect presidents every semester. When I find that any fraternity has elected a new president, he is called for conference and I talk to him in the interest of the interfraternity council and suggest to him that the council will help him and will appreciate his cooperation. Usually the longer a man is in the council, the better work he does in interfraternity affairs.

Heckel: It seems to me that there is great advantage in having the Interfraternity Council a legislative body. Of course an esprit de corps is essential. We have developed this at Missouri partly by reason of pride in past accomplishments and partly by the arrangement of having each council meeting at a fraternity house, the chapter acting as hosts to dinner. The good fellowship developed at dinner eases over many a difficult situation in the business session. But the Missouri Council legislates. It has passed many constructive measures. It abolished Hell Week at least a year before similar action was taken at Nebraska and Indiana, although these institutions have been given credit for taking the initiative in the Middle West. At a recent meeting of the Council we had an interesting example of what may be done by a council that is more than a conference. Five of the 26 chapters on the campus had fallen below the dead line of 190 in scholarship. The Council instructed its scholarship committee to secure an explanation of this delinquency from each of the five chapters. The report made by the committee after its investigations was illuminating. It revealed that the general cause of low scholarship was the tendency of the fraternity men to "play around" rather than devote themselves to the real purpose of the university. The committee also reported on the methods used by the two groups which had maintained high scholarship standing through a period of years. This report was also illuminating. Zeta Beta Tau had accomplished results by a careful organization—with rules and regulations governing quiet hours and study. Beta Theta Phi had no rules but depended upon the general morale of the chapter to keep all of the men in the house at study. A member of this group who caused any disturbance within quiet hour would be made to feel that he didn't "belong" in the group.

We feel that we have a very effective Pan-Hellenic Council at Missouri. Each chapter has one representative, not usually the president, but a member who is regarded as the best spokesman of the group.

Armstrong: The time has come for the next formal paper on "Constructive Probation as a Substitute for Hell Week," by Vernon Williams, Traveling Secretary for Sigma Nu Fraternity.

## CONSTRUCTIVE PROBATION AS A SUBSTITUTE FOR HELL WEEK

By Vernon M. Williams

(General Secretary of Sigma Nu Fraternity)

Chairman of National Interfraternity Conference Committee  
on Probation Week

"Hell Week," Probation Week, Goat Week, Scutting, Scudding, Rough House Initiations, Informal Initiations, Hazing, that period when the lowly freshman is put through a series of mental and physical torturing experiences is an institution which has caused more embarrassing difficulty in college communities than any other phase of group life conditions. It is needless to recite here the many unfortunate incidents where men have been fatally injured and where others have had their whole decent outlook on life warped and twisted into a cynical degeneracy. It is entirely unnecessary to enumerate the many colleges which have lost their high standing in the public mind as a result of the disgraces brought upon them by the barbarous exhibitions of "hell-week." One need only note the space that these savage customs have been given in the press, faculty discussions, Deans of Men meetings, interfraternity council meetings, and in the secret chambers of local and national fraternity gatherings to appreciate the importance of the problem.

I shall not bore you with a long detailed review of the literature, but will mention a few of the more recent contributions. A Symposium of Hell Week directed by Mr. Cecil J. Wilkinson, Executive Secretary of Phi Gamma Delta, as chairman of the Interfraternity Conference Committee on Probation Week (appearing on page 194 of the Conference 1928 Year book) was quite inclusive. On page 203 of the same book appears an amusing debate on the question and on page 213 an address on Constructive Probation by Mr. Harold P. Flint of Tau Kappa Epsilon, presenting the best planned program as yet offered by any fraternity. Dean Thomas Arkle Clark of Illinois in his report to the Dean's Association last year, (page 10 of the secretarial notes) probably offered the clearest brief of the history of "probation week." Mr. Albert S. Tousley, Field Secretary of Delta Chi on page 157 of Banta's Greek Exchange, April 1930, gives us the view of those who have known fraternities largely during the last ten years. While he errs in giving the East credit for abolishing "Hell Week" and apparently did not know that several fraternities took action against these practices long before the war, still his article presents the case clearly, forcibly and is most readable. I would recommend it to all of you who have not

yet read it. A number of the strongly established National Fraternities have published well planned manuals for freshmen. Most of these are not secret and the fraternities would probably be glad to lend them to those of you who may be interested. The books covering this matter published recently by Phi Gamma Delta, Phi Delta Theta, Sigma Chi and Lambda Chi Alpha come to my mind as being excellent examples of this type of effort.

When I accepted the invitation to "present a paper" on this subject I thought my task a very simple one. I was sure that I knew just exactly what was wanted and what to give. I soon discovered, however, that there was some difference of opinion on this question prevailing among faculties, student bodies and National Fraternity officers. Being a typical representative of that peculiar breed of men known as fraternity secretaries which has developed in the last fifteen years, I made the decision usually made when confronted by such a problem—"Ah, I will send a questionnaire." The members of this association as well as the visiting fraternity officers well know what the past five or six years have meant in the way of questionnaires. Last summer 67 of these nuisances came across my desk. I gave up my evenings and my "golf time" to answer them. Some of them required seven or eight hours close study.

When your President suggested that Hell Week was fast becoming a thing of the past and that we now needed to finish it by providing a healthy substitute I decided I would find out from those who are making it a thing of the past just how much progress we were making and what could be done to apply the lethal touch and so send this impish creature back to the perdition from which it came.

The questionnaire went to Deans of Men and Students at approximately 100 colleges scattered over the country and to the Executive officers of those fraternities which are members of the National Interfraternity Conference. I was delighted with the number of the answers, the promptness with which they were returned from Deans' offices, and the frank discussions as well as helpful suggestions that accompanied them. While there were evidences that a number of these practices are not known about by either Deans or national fraternity officers still the answers indicate a near unanimity of opinion in regard to certain phases of the developments. I organized the answers according to geographical location of the college, but the same trends seemed to appear in all sections. The questions were as follows:

1. Do fraternities at your college have "Probation Week," or "Hell Week" Periods? (In those sent to fraternity officers the question was modified to read, "do any of your chapters, etc.").

Several Deans answered "No" to this and enclosed copy of the college regulations forbidding such exercises but the student answers from the same places said that the exercises were still being carried on secretly by some chapters. About 85 per cent answered "Yes," indicating that these periods are by no means a thing of the past.

2. Do the exercises involve any of the following:

- (a) Mental Anguish?
- (b) Physical suffering?
- (c) Danger to life or health?

About 75 per cent. of each group answered Yes to (a).

About 60 per cent. of each group answered Yes to (b).

The answers to (c) were more varied as would be expected and perhaps less reliable. A fraternity officer would hesitate to admit that his chapters were endangering lives of members because they might become involved in damage suits. The same might be true with a dean although he is more likely to exaggerate in the other direction. The students of course do not realize the dangers involved. About 10 per cent. of the students answered Yes, about 25 per cent. of the fraternity officers Yes, and about 30 per cent. of the Deans. These answers are not easily overlooked—25 per cent. of the fraternities still clinging to practices which involve serious danger to life or health!

3. Are the exercises becoming less objectionable?

Only one No came in the answers of Deans and national officers, but about 15 per cent. of the students answered No. These latter are partly due to their ignorance of the wild torture inflicted by a group of liquor-fired, misguided bullies of a decade or two ago. Some of the negative answers are also due to the belief on the part of the undergraduates that the exercises are perfectly proper and as such could not "become less objectionable." The overwhelming affirmative vote on this question should be cause for both rejoicing and determination not to lose the ground gained.

4. Has there been a large measure of progress toward abolishment of such practices during the past year?

Here again the fraternity officers were unanimously in the affirmative. Almost a third of the Deans, however, did not think any great amount of progress had been made the past year and about 40 per cent. of the students agreed with the deans. These answers would indicate that great progress was made in about two thirds of the colleges. On the other hand they may indicate that we have come as far up the scale as we can by negative processes, that is, by outlawing the practices or by trying to show the collegiate members that such methods should be abolished, rather than modified or replaced.

5. To what would you attribute the greatest value in abolishing such practice?

- (a) College Rules (passed by faculty or governing board).
- (b) National Fraternity Rules.
- (c) Action of Local Chapters.
- (d) United efforts of Interfraternity Conference, National Fraternity Officers, Deans and Advisers of Men, Alumni and Chapter Officers.

The answers to this group were probably more entertaining than valuable. Most of the students thought that the action of local chapters has been of most importance, and they are probably right but they



fail to understand that national officers and Deans have been carrying on a campaign of salesmanship for the past fifteen years. Some of the students on campuses where fraternities are young gave the national fraternity rules as being the most valuable. None of the students gave the college rules a very high rating in this regard. I have been attending these meetings for the past six years and to me it is interesting to note that the same Deans who year after year tell just how they regulate this and that off the campus are the same ones who have told me how they have abolished "Hell Week" by faculty edict. Yet students from the same campus tell me that the practices still go on with more determination than before. Since taking this office two years ago I have visited 82 colleges where my fraternity has chapters and previously I had visited 37 others. From my observation I would say, in general, that those colleges who have the most rules have the most poorly governed student bodies; they are the ones with the most delinquency. Such conditions are the most serious because as long as they must be secret a certain glamour is thrown around them and they become the thing to do rather than the thing to avoid.

Going back to my question, it is also interesting to note that those secretaries who think that the way to make progress is to pass a law against reactionism are the ones who said that National Fraternity Rules are responsible for the progress being made in the abolishment of "Hell week."

The men who have been Deans for a long time and who have taken an active part in the campaign answered almost without exception that progress was the result of the combined, continued efforts of all agencies. They add that the alumni are the least valuable because the former student thinks of his college in the terms of what it was when he was there.

6. The final question asked for suggestions of substitutes to be adopted to replace "Hell Week." This brought forth some very interesting comments and plans but before going into them we will digress for a moment to find out if we can what our real task is. It seems proper to find an answer to the following questions:

1. What does "probation week" seek to accomplish?
2. Do the present methods accomplish this purpose?
3. What will accomplish this purpose?

The student says that "probation week" gives the freshman an appreciation of his proper place, humiliates him, humbles him, makes him servile and obedient, brings the freshmen closer together, uncovers a man's true nature, makes him appreciate that he is only a tiny pebble on the beach. They also feel that such practices are traditional and therefore proper and that inasmuch as other fraternities do it it is all right for them to do it. In most cases they are quite sincere in their belief.

Most of us would be willing to admit that probation week sometimes brings the freshmen closer together, not in harmony nor love

for their fraternity but rather in hatred for a system that permits an inferior, as the paddle wielder frequently is, to torture a man because the one tortured was born a year later and so is a freshman instead of a sophomore. We would, however, report having observed the all too frequent case where one man is treated more severely than the others only to stir up deep prejudices in his breast which sometimes last throughout life. As for the humiliation of freshmen I can only say that the more I was tortured the more certain I was that I was far above those on the other end of the paddles and managed during the "ceremony" to develop wholesale contempt for several men which still persists.

If torture brings the freshmen closer together why not let the other classes benefit? Why not let the freshmen torture the juniors, and the juniors the seniors, etc.? If torture is a good thing, why stop with a week, why not keep it up throughout the four college years? If torture discovers the man who won't take punishment why not increase the severity of the tests and find out which are the "best" men, that is, why not carry the punishment as near death as possible without killing the freshmen? Such arguments reduce themselves to absurdity.

That a man's true nature is uncovered is sometimes true. Any self respecting young man will take almost anything before admitting that he is a quitter and the strong decent man will frequently take all that is administered and then when it is over he tells the members that he has no desire to join a group of hoodlums. The student also insists that this punishment is inflicted to give a man a higher regard and respect for his fraternity. It is difficult to see how any one could have respect for an organization which fosters punishment for the entertainment of a few mentally unbalanced individuals and it is a wonder that such practices have not destroyed some fraternities.

In the Symposium directed by Mr. Wilkinson, which I mentioned at the opening of the discussion, Dr. J. D. Stout of Phi Chi Medical Fraternity, an able psychiatrist, outlines the problem in an interesting manner:

"The initiation ceremony originally required the candidate to justify his right to initiation and acceptance by proof of his manhood in two ways: (1) The capacity to stand pain and (2) the capacity to survive in combat.

"Among savage people at all times these two factors have been dominant and pre-requisite to the initiation ceremony. Crude torture as arranged by some of the American Indians of the Southwest was frankly indulged in to the point of actual mutilation as by their hanging suspended from the throngs thrust under the skin of their shoulders for hours at a time.

"In the higher planes of civilization such ordeals have gradually been deleted from the formulae for initiation because the individual member of higher society justifies himself by the exercise of intelli-

gence rather than by his capacity to stand hardship and win in physical combat as must the savage of the lower orders. Yet back within each civilized man is a savage sub-structure. Placed in possession of temporary dominance he has not yet at college initiation level learned to subordinate these primordial tendencies of the savage which manifest themselves in his conduct of the initiation ordeal. What he is really doing is making the initiate prove his right to acceptance, but he is making him prove his right at the level of savagery rather than at the level of civilized activity.

"The exhibitions of aggressive defensive capacity thus staged very often—even very commonly—become contaminated by an expression of the egotism of the master of ceremonies and many instances are on record of frank violations of all bounds of propriety.

"A phase of very considerable importance is the manifestation of a sadistic pleasure in the infliction of pain not for the purpose of proving the strength and stoicism of the initiate but rather for the frank pleasure that it gives the dominant master of ceremonies. At such a time one of the most vicious of the savage tendencies is manifested, one which civilization has uncompromisingly inhibited for the welfare of the race just as it has inhibited every other form of perversion."

There is no doubt that the present practices are a hold over from the old customs described by Dr. Stout. The question then is just what is the purpose of a college fraternity. If one is to have membership only if he can stand pain then we might assume that were were trying to develop boxers or gangsters whose business it is to stand pain and inflict pain. The upperclassmen certainly become adept at the infliction. If the test is to be survival in combat we might again assume that we were trying to maintain groups of mercenaries or killers.

Shall fraternities be merely fraternal orders like the many lodges and clubs except that the members must be attending college at the time they are initiated or shall they be "American College Fraternities?" If as is the wish of most of us they shall be the latter then they must have a distinct part in the educational program. They must play a constructive part in the cultural development not only of their members but for the entire college. Anything they do which interferes with the educational program is wrong and anything they can do to fortify supplement a college program is good.

Since colleges are organized primarily to provide for development of the intellect and not for development of the ability to give and receive physical punishment why not have the fraternity program for freshmen tied closely into the college program. Instead of submitting the freshmen to physical why not submit them to mental tests? Instead of requiring freshmen to demonstrate ability to commit moral breaches why not have them demonstrate a grasp of the fundamental rules governing the ethics of social conduct.

The time for need for an outlet for physical enthusiasm is gone. Our broad program of intramural athletics today provides an opportunity for every student to push himself to the limit against a baseball, football, volleyball or a shot rather than letting off surplus steam by attempting to break a paddle over the "nether portion" of a defenseless freshman.

Instead of having them submit to the whims and fancies of individuals why not have them learn the practice of self government. In a democracy the citizen must acquire the ability to form opinions, express them, and then submit to the rule of the majority. Inasmuch as the fraternity house is one of the best laboratories for the development of the capacity for self government, why not give freshmen the benefit of this training right from the start.

The old tests of knighthood were to find which men were worthy of being numbered among those who would protect the life of their King and they had to be men who could give and take punishment.

If these groups are to be American College Fraternities why not devise tests that will qualify men for membership in a knighthood of "character and intellect" rather than a knighthood of professional killers.

We have been gaining steadily for the last ten years; it now becomes our duty to hold what we have gained, to provide substitutes of real value which will be accepted and maintained as worthy traditions.

There are three great factors of education—the Home, the Church, the School.

Of these three the home gets the greatest part of a boy's time and probably plays the greatest part in his teaching. When a boy finishes high school and goes away to be a college man he leaves home behind as a place to write for money and a place to go and eat during vacation. His fraternity has to take the place of his home and is responsible for all the many things which home might have given him during the next four years. Cyrus Northrup, who was President of the University of Minnesota for 26 years, when comparing the University to a family said: "It ought to be bound together by oneness of interest. The law which governs its inner life, like that which governs the inner life of a family, should be the law of love. There must be authority in both. Weakness is not love. Law is not cruelty. But it is not by an arbitrary exercise of power that a good father secures obedience of his children. It is not by selfishness, isolation, or indifference to the common good that brothers and sisters make their homelife delightful. A common regard for the good of the family, and a common love of each member of the family for all the others, are the only forces by which a happy and prosperous homelife can be secured."

Likewise in a college fraternity unless the house shall be considered a home with all that word connotes, it shall not reach its fullest force in the development of strong, inspired, high-purposed men.

The fraternity that functions through a rule of force must endure all the hatred, bitterness, prejudice and dwarfing of individual development that such a system engenders. The only type of obedience and service that has proven productive and fruitful in democratic life is that which is fathered by respect and admiration for the organization, person or cause obeyed and served. A man will always have more pride in a home when his hands have helped to build its walls or beautify its grounds. For this reason fraternity members, particularly freshmen, should have a part in the cleaning and repairing of a house and the improvement of the grounds. Deans, fraternity and students seem to be in full agreement on this score. For those men who will not perform such duties there is one effective cure. When they understand in no uncertain terms that membership involves the acceptance of well defined responsibilities and fulfilling the duties involved and that the doors are closed to those who shirk.

I have been trying to get our chapters to work out schemes of their own for truly constructive probation periods and have had some fine programs inaugurated. I find approximately half of the national fraternities have well worked out methods for training freshmen from the time they are pledged until they finish their first year in college. The most comprehensive plan I have discovered is that worked out in Tau Kappa Epsilon and reported by Mr. Flint and which I mentioned in the opening paragraphs.

After studying these many programs I have attempted to sum them up as follows:

(a) Any kind of roughhouse or informal initiations are crude, pre-schoolish and belong to the bush leagues, not to a group of gentlemen.

(b) The fraternity in its broadest sense is an educational organization and as such is anxious to assist in the spiritual and intellectual development of its members.

(c) Since it is an integral part of the college community it owes its first allegiance to the college and must shape its program so that it will strengthen its members' loyalty to the aims and purposes of the college.

(d) The means of accomplishing the purpose of freshmen training and discipline consist of a carefully outlined program beginning with pledgeship and reaching a climax at initiation. This program consists of:

(1) House duties which serve as an apprenticeship and to make the future member more particular about the appearance and condition of his new home.

(2) A limited amount of entertainment provided by the freshmen which calls for initiative and the sort of performance which develops the spirit of play and that type of jolly good fellowship which warms the hearts of men of all ages everywhere.

(3) The development of a freshman organization under the tute-

lage of a senior to prepare the new members for the responsibilities of self government which they will have following initiation.

(4) Last and most important a series of lessons and lectures followed by an examination before initiation on the following material:

- (a) The College.
  - 1. Past history.
  - 2. Present organization.
  - 3. Courses offered.
  - 4. Achievements of prominent alumni and teachers.
- (b) The Fraternity.
  - 1. History.
  - 2. Organization of the Fraternity.
  - 3. Duties of members.
- (c) The Individual.
  - 1. Loyalty and relation to college.
  - 2. Loyalty and relation to fellow students.
  - 3. Loyalty and relation to fraternity.
  - 4. Relation to community.

The possibilities of such schemes are almost unlimited. Deans of Men could perhaps find it very profitable to work out a course of study covering the relationships of students to the College and a simplified code of campus ethics. Fraternities can well afford to give the thought of their best minds to the development of truly educational programs for freshmen training.

"Probation Week" is still with us. We have been and are making progress in convincing student members that roughhouse practices are not only dangerous and harmful but fail completely in their avowed purpose. In order to hold our gain and continue our progress we are now confronted with the task of assisting the students in working out programs of freshmen training. These programs must be so valuable that men will carry them out with the confidence that comes from knowing their efforts are building a thing of permanence in the education of strong, virile, leaders. The students know theirs is a crying demand for men who are animated by high purpose and who are not only inspired to great achievement but can inspire confidence in others to follow them to newer and higher levels.

Freshman Education in place of tortures should be our watchword for the next three or four years and "Hell Week" will be a relic found only in the "ancient" history of College Fraternities.

Heckel: In connection with the educational work which a chapter may substitute for rough initiation, I have suggested to the Pan-Hellenic at Missouri that they give the Freshman a book on How to Study. The Freshmen are to study this and pass an examination on its material before they may be initiated. Another book is Bement's "Old Man Dare's Talks to College Men." I know of nothing more wholesome for students. It is published by Revell. There are chapters on "What Are



You Here For?", "How to Study?", "Why Study?" The best chapter is, "The Fraternity—a Millstone or a Milestone?"

"Hell Week" was abolished at Missouri as a result of a three year campaign, it was not done over night. One of the most effective approaches was made by relaying to the council specific complaints from members of the faculty on the interference which Hell Week brought to university work. When freshmen on the verge of "flunking out" were put through Hell Week and were subsequently dropped for delinquency in scholarship, the fraternities could readily take an object lesson from this. It was pointed out that faculty opposition to the fraternity system resulted from the interference of Hell Week with study, and the fraternities do not relish faculty unfriendliness. They have learned they cannot afford it.

#### A CRITICAL ESTIMATE OF RESULTS UNDER VARIOUS RUSHING SYSTEMS

Armstrong: The next paper is "A Critical Estimate of Results Under Various Rushing Systems" by Dean J. Bursley.

Any really critical estimate of the results obtained under various systems of rushing is more difficult to make than would appear at first glance. Most people might think that fraternities are fraternities, and rushing is rushing, regardless of place, but that this is not true is quickly apparent when one gives even a cursory look at the matter. Certainly the rushing problem is not the same at a college such as Yale where the fraternity does not play a very prominent part in student life, as it is at Amherst where, I am told, a very large majority of students belong to fraternities. Neither is it the same in a state institution like Michigan where more than 90 per cent. of the student body comes from outside of Ann Arbor, as it is in a municipal university such as Akron where practically all of the students live at home. Again, the problem is different in an institution where most if not all the students live in dormitories, from what it is in one where living accommodations are found almost exclusively in private homes or fraternity houses. The size of the college is also a material factor, for certainly every one must admit that conditions are not the same in Wisconsin or Ohio State, each having nearly 50 general fraternities and an entering class of from 1,800 to 2,000, as it is in Rose Polytechnic Institute, or Southwestern University, with their four fraternities and about 100 freshmen each.

I think then that you must agree with me that to make a fair criticism of various systems of rushing is not as simple as might seem. Another factor which I have not mentioned, but which in fairness must be considered, is the point of view, or bias, of the critic. For example, the report on deferred pledging made to the National Interfraternity Conference last fall was prepared by a committee, the members of which were not in sympathy with the idea, and while there is not the slightest doubt in my mind about the fairness of the committee, I feel certain that the report could not help but be colored to some ex-

tent at least by the point of view of the writers. Similarly, no matter how much I have tried to be impartial in this study, I am free to admit that my firm belief in the desirability of deferred rushing may have influenced to some extent what I have written.

Anyone interested in the question of deferred rushing should read the report of the committee of the Interfraternity Conference as published in the Conference Year Book for 1929. This report was based on replies received from 123 colleges and universities, of which 49 reported that they had deferred pledging and 21 had had it and abandoned it. The report goes on to analyze the replies from various angles and then gives the conclusions and recommendations of the committee.

When I began this study I wrote Dr. Tonsor, chairman of the Interfraternity Committee, and asked for a list of the colleges which had reported to him either that they had deferred pledging now or had had it and abandoned it. This list he very kindly gave me, and I sent out questionnaires to the institutions named. This questionnaire was as follows:

Name of institution.

Number of men students.

Average number of freshmen.

Number of general fraternities.

Do you have a deferred pledging system?

If so, how long has it been in operation? ..... years.

Was it put in force by the University or the fraternities?

If you have had such a system but have abandoned it, how long was it in force? ..... years, and when was it dropped? .....

Was it sponsored by the University or the fraternities?

If you have a deferred system in operation at present, do you consider it successful? (Yes, No, Partially).

Please give briefly the advantages and disadvantages as you have observed them.

If you have tried and abandoned such a rushing system, will you state briefly the reason for giving it up?

Of 45 colleges which have deferred pledging now, replies were received from the following 37:

Akron, University of  
Armour Institute of Technology  
Brown University  
Bucknell University  
Carnegie Institute of Technology  
Centenary College of Louisiana  
Dartmouth College  
Dickinson (Trying it out this year)  
Furman University  
Georgia School of Technology  
Gettysburg  
Hampton-Sidney

Howard College  
 Kenyon College  
 Knox College  
 Lafayette  
 University of Maine  
 Marietta  
 Middlebury  
 University of Minnesota  
 Pennsylvania State  
 University of Pittsburgh  
 Rhode Island State  
 Rochester University  
 Rollins  
 Rose Polytechnic Institute  
 Stevens Institute  
 Syracuse University  
 Texas  
 University of City of Toledo  
 Utah Agricultural College  
 University of Utah  
 Williams College  
 University of Wisconsin  
 Wofford  
 Worcester Polytechnic Institute

Of 20 colleges which have had it but have abandoned it, the following 15 answered:

Allegheny College  
 University of Arkansas  
 Beloit College  
 Carroll College  
 Georgia School of Technology  
 Lake Forest College  
 Massachusetts Agricultural College  
 Massachusetts Institute of Technology.  
 Miami University  
 Middlebury College  
 Mount Union College  
 Ohio State University  
 Southern Methodist  
 Texas  
 Wisconsin

Four colleges, Georgia School of Technology, Middlebury, Texas, and Wisconsin, are listed in both groups, as they have had and abandoned one system of deferred pledging but now have adopted another.

An examination of these 48 replies from institutions which have had experience with deferred pledging shows how difficult it is to make an intelligent study of the different rushing systems from the answers

received to any questionnaire. In many instances certain queries were left unanswered and in others the replies were such as to make comparisons difficult. To make a fair analysis of the problem and an accurate statement of the results obtained under the various systems, one should visit each school and fill out the answers to his own questionnaire after conferences with University officials and representatives of the fraternities. Conversations with members of the freshman class would also furnish desirable information. However, such a plan is scarcely practical, so one must do the best he can with the material available.

Of the 15 colleges that reported they had tried deferred pledging and given up, six had given their plan but one year's trial, and four more had operated under the deferred system for only two years. Such a brief period can hardly be said to prove anything. Certainly one should not damn deferred rushing on account of the abandonment of the system by institutions who have tried it for such a short time. I do not believe it is possible to arrive at a fair verdict as to the success or failure of any change which is affected by so many different factors, with less than a five year trial.

Of the five other colleges in this list, two placed no restrictions upon the time that rushing began, which meant intensive rushing from the opening of college until pledge day, four weeks later in one case, and not until the second semester in the other. In this latter instance, the wonder is not, why was deferred pledging abandoned after twenty years, but rather how did they stand that particular system for twenty years. Think of it—rushing without check for the whole first semester.

Now let us turn to the group of schools having deferred pledging at the present time. Of the 37 replying to the questionnaire, 14 reported that they considered this plan successful, 12 that they felt it partially so, one that it was unsuccessful, and 10 failed to answer that question. Several of the latter group stated that they had not been using the plan long enough to comment on it intelligently. The shortest time that any defer their pledging is seven days and the longest time one year.

The college reporting the plan as unsuccessful had no restrictions on rushing, and delayed pledging until after Thanksgiving. They felt that rushing lasted too long, and I agree with them.

Of those who feel that the system has been only partially successful, three place no restriction on rushing but defer pledging for times varying from October 15 to the beginning of the second semester; two postpone rushing ten days to two weeks and pledging one month, and one of these says that pledging is too hurried and that it should be delayed more. Three who now delay pledging for periods ranging from 7½ to 10 weeks are seriously considering extending the time until the second semester; and one other has in mind postponing pledging until the second year.

The general conclusion reached from a study of the answers to

the questionnaire and from other correspondence, is that the short period of delay is unsatisfactory and that there should be either no restriction at all as to the time of pledging, or that the time should be extended to at least one semester. It is interesting to note that this conclusion is exactly contrary to the one quoted in the report of the Interfraternity Conference Committee, which says, "Of those (institutions) reporting satisfied (with deferred pledging), the period of deferment ran from three weeks to mid-semester. The longer periods seem to produce dissatisfaction."

On page 230 of the 1929 Year Book are given conclusions and recommendations of the Conference Committee. These are as follows:

Conclusions: A survey of the reasons advanced for deferred pledging shows that they are reducible to just two: (1) to give the student an opportunity to know the fraternities; (2) to give the fraternities an opportunity to know the student. Yet the peculiar effect of deferred pledging is to produce the *opposite* result. Elaborate rules for non-intercourse are laid down, and severe penalties for violation are provided. This system of non-intercourse extends anywhere from three weeks to more than a year.

The almost universal complaint against deferred pledging is that it keeps the student's mind centered on "making" a fraternity instead of getting down to business of study. Those colleges seem best satisfied which get rushing out of the way *before* the opening of college, or during the first week. That mistakes are made on the part of both man and fraternity is admitted, but the settled state of the student body outweighs this disadvantage.

Recommendations: Common sense dictates that the only way for a student to learn the fraternities and the fraternities the student, is to throw them together frequently. What is required is not an elaborate scheme of non-intercourse with a long term of deferred pledging, but a carefully planned system of intercourse, on honor, which shall get the parties acquainted in the shortest possible time.

I agree absolutely with the premise that what is wanted is a "carefully planned system" which shall allow the fraternities and freshmen "to become acquainted in the possible shortest time," but I should like to add to that "and as thoroughly and in as natural a way as possible." I do not believe any more than the Committee does in "elaborate rules for non-intercourse" of fraternity men and freshmen "with severe penalties for violations." and such rules are not necessary if the fraternities will play the game and discard their mutual suspicion of each other, if they will let the freshmen alone for a semester, except for natural, normal intercourse in which fraternity matters shall not be discussed.

I certainly do not believe in their further recommendation that the work of bringing the freshmen and fraternities together should begin the week before college opens and pledging be allowed "at the end of the second week of college." Such a plan would interfere so greatly with the average freshman's start in his college work that many of them would be wrecked.

Neither am I greatly moved by the statement that "to defer initiation until the sophomore year deprives the student of the guidance

and help to which he is entitled, and keeps him out of the circle too long." My experience has been that in general the "guidance and help" furnished by the college is fully as beneficial to the freshman as that supplied by the fraternity, and I can't see that a favored group is any more "entitled" to help of any kind than are the rest of the entering class.

Now, if you will permit me, I should like to quote from a short talk I gave at the National Interfraternity Conference in New York in 1928, as that expresses my opinion on the matter rather concisely.

The fraternities claim that by pledging their men immediately upon their entrance to the university they can be of assistance to the freshmen in finding himself, that they can help him in his selection of his studies and in the work in which he is engaged in college, that they will furnish a college background for him, that they will set examples of right conduct for him, that they will assist him in placing the proper value or proper relative value on various college activities, including scholastic work, athletic and non-athletic activities.

Now I am not agreeing that the fraternities do all that they claim they do. I am merely stating that these are some of the claims of the fraternities as to why they should pledge the man as soon as he arrives in college.

I believe the fraternity and the university would both be better off if pledging were delayed until the second semester and at that time that only those men would be pledged who had made a certain prescribed scholastic record. I don't mean a Phi Beta Kappa record, but a record, which, if continued, would allow them to be graduated from the university.

I believe further that after the freshmen have been pledged at the beginning of the second semester, they shouldn't be initiated until they return to college in the fall, and then only providing they still have a scholastic record which will allow them to be graduated, if continued.

I do not believe in a few weeks' delay in pledging. Nor do I believe in second year pledging. If pledging is delayed for a few weeks it simply means that the rushing is continued during the full period. If the pledging is delayed until the second year, it means that the fraternities will not know on whom to count for the second year. They will have difficulty in filling their houses. But if the men are pledged the first year, then the fraternities will know which of these men have made their grades in June and which, in all probability, will return in the fall. When these men come back as sophomores, they can immediately take up their residence in the fraternity houses, and the fraternities will not then be in uncertainty as to how many men they will have in them.

If the men are pledged immediately upon their arrival at the university, the freshmen have no opportunity of finding themselves, or of knowing what any particular group stands for or represents, and the fraternity itself takes the men largely on the basis of a recommendation made, not because it knows anything about the individual. If the pledging is delayed to the second semester, there can be a much more normal selection of individuals.

Many of you will remember the Minneapolis meeting in 1926, at which a resolution was passed, almost unanimously, expressing the sense of the conference, "that it would be to the best interests of both the college and the fraternities if pledging were delayed until after the student had successfully completed one year of college work."



I introduced that resolution and it still expresses my feeling about this question. On one point I have changed, however. I felt then that the problem was one for the fraternities to settle for themselves, and, although I personally believed strongly in second semester pledging and second year initiation, I was not ready to recommend University action on the subject, in case the fraternities did nothing. While still believing that voluntary action by the fraternities is greatly to be desired, we at Michigan finally came to the conclusion that as the fraternities were either unable or unwilling to take any steps looking toward the establishment of some form of deferred pledging, the University would have to make the first move.

The subject had been under discussion by our fraternities off and on ever since 1913, but with no results. In the fall of 1925 one of the annual "investigating" committees of the local interfraternity council was appointed and in December of that year submitted the following report:

December 14, 1925

The Interfraternity Council is in favor of the principle of deferred pledging, but does not feel that it can be put in successful operation under present conditions at the University, because of lack of proper living conditions and social opportunities for the freshmen. We should like to co-operate with the University in an effort to improve these conditions and opportunities, in the belief that this will be for the best interests of the University and that with this co-operation a successful system of delayed pledging may be put into effect.

In view of his action, it is interesting to note that in the following May a committee representing an organization of fraternity alumni reported as follows after a careful study of the whole problem:

We have made an investigation and studied the use and practicability of systems now in effect at other institutions similar to Michigan.

We have consulted nationally recognized authorities who have also been giving a great deal of thought to the problem as affecting their own colleges.

We have considered carefully the conditions now existing at Michigan which have been the same for the past twenty years at least.

We recommend a system of deferred rushing and pledging, suitable to the needs of Michigan, and deferred at least to the second semester.

As a committee whose sole interest is the welfare and progress of Michigan and her fraternities, and with only helpful co-operation in minds, we sincerely recommend that the Interfraternity Council give the problem of deferred rushing and pledging further consideration. We are not unmindful of the action of the Interfraternity Council of this year (Dec. 1925). Indeed we have studied their report most carefully. We are, however, most sincere in our suggestion that they again consider the problems involved, to the end that a specific plan may be worked out for the good of Michigan.

This recommendation for a reconsideration of the problems by the Interfraternity Council bore no fruit.

Finally, on January 15, 1930, the following resolution was adopted by the Senate committee having authority in the matter:

Whereas both the University Senate and the Committee on Student Affairs have gone on record approving a plan of delayed rushing, pledg-

ing and initiation for fraternities, and expressing the belief that such a plan would prove to be beneficial to the best interests of both the University and the fraternities, and

Whereas this Committee believes that the time has arrived for the adoption of a definite plan for such delayed pledging and initiation,

Therefore be it resolved that

1. From and after September 1, 1930, no freshman shall be allowed to live in a fraternity house;

2. (a) From and after September 1, 1931, no freshman shall be eligible to be pledged to a fraternity, nor permitted to board in a fraternity house until his second semester in residence at Michigan, and then only in the event that he shall have earned during the previous semester a minimum of eleven hours of credit and fifteen honor points.

(b) No student shall be eligible for initiation until the beginning of his sophomore year, and then only in the event that he shall have earned a minimum of twenty-six hours of credit with an average grade of "C" and shall not be on the warned or probation list;

3. The details of the plan, with particular reference to the time and method of rushing and bidding, be worked out by a joint committee consisting of the Dean of Students and six other members, three to be appointed by him and three by the president of the Interfraternity Council, which joint committee shall report back to the Committee on Student Affairs at its earliest opportunity.

This resolution was unanimously adopted at a meeting which was attended by every member of the Committee, which includes five students. It should also be said that during the discussion there was no opposition to the plan on the part of anyone present.

I personally have always felt that fraternities should be one of the strongest assets of the University, and I should be unwilling to advocate any step which I felt was contrary to their best interests, for it seems to me that it is inevitable that the interests of the fraternities and the University are so mutually interwoven that what is good for one should be good for the other.

It is the belief of the Committee that the plan which has been proposed will be of mutual benefit to the fraternities and the University. It fully realizes that there may be disadvantages to any system of delayed pledging, but it believes that this plan has advantages which more than offset the possible disadvantages. It feels that it goes without saying that it is only fair to any freshman to allow him time enough to become acquainted with the situation at Michigan, to know something about the various fraternities and what they stand for, what their past history has been, and what their financial conditions are before being called upon to decide a question which will affect his whole future. On the other hand, it is strongly of the opinion that every fraternity here should have an opportunity to see every "prospect" who is recommended to it before he has made a fraternal affiliation. Under the present plan this is absolutely impossible. Many freshmen are pledged almost before they get off the train, and time after time fraternities have been unable to locate a freshman until after some group has put a button on him.

Furthermore, statistics show that under the present plan 30% of the men who are pledged at the beginning of their freshman year do

not return to college, at the beginning of their sophomore year, as members of the fraternity to which they were originally pledged. The time spent by the fraternities on these men is largely wasted, because as a general rule those fraternity members who are affiliated with an organization for less than a year, and as active members for less than a full semester, are liabilities rather than assets. On the other hand, unquestionably a student who is not initiated until after he has successfully completed a year in college and has returned to begin his sophomore year, will be more likely to continue in school and thus be of greater value to the fraternity than his transient brothers. This figure of 30% was taken from records compiled by the fraternities for the years 1926-27 and 1927-28. During that time there were 792 men pledged in 59 different fraternities. Of these 239, or an average of over 30%, failed to return.

The claim is frequently made that affiliation with a fraternity will help a freshman's scholastic record, but experience does not show this to be the case. The total number of freshmen entering the University in the fall of 1927 was 1488. Of these 401 were pledged to fraternities during the first semester. Of the 1488 freshmen entering the University, 5% were sent home in February. Of the 401 freshmen entering fraternities, 6.7% were sent home in February. In other words, the percentage of fraternity freshmen sent home was 33 1/3% greater than the percentage of the total freshmen dismissed for poor scholarship.

Under our present plan, a freshman is required to make a certain number of hours—11 of at least C grade—during his first semester in order to be eligible for initiation. In many cases the freshman who does make the required grades feels that he has "caught his car" and that there is no necessity for running any further. In other words, one of his incentives (and in many cases the one which he feels most important) has been removed. This fact is brought out more clearly by the records of the fraternity freshmen for the first and second semesters of the college year 1927-28. There were 111 of these freshmen with better marks the second semester than the first; there were 42 with the same; and there were 191 with poorer marks. There were twelve fraternities where the majority of freshmen had better marks in the second semester than in the first, and there were three times as many fraternities where the marks of a majority of the freshmen were worse the second semester than the first. If the freshmen are required not only to make certain grades before they can be pledged, but also to continue a good record for a second semester before being eligible for initiation, the incentive of fraternity membership will be continued over twice as long a period.

The Committee believes thoroughly that after the plan has been put into effect the fraternities will be unwilling to go back to the present system, as it is convinced that the change will give added strength and stability to these organizations by furnishing them an opportunity to exercise care in the selection of their members, all of whom will

have been tried and have had to prove their worth before becoming eligible for affiliation.

The Committee would have much preferred to have had the fraternities settle this problem themselves, but as they were apparently either unable, or unwilling, to do so, and as they could hardly expect to be given more than seventeen years in which to act, there did not appear to be any alternative left for the Committee except to take the action which it did.

In working out the plan, an attempt has been made to keep it as simple as possible, but even then it is realized that undoubtedly experience will show the necessity for further changes in details. It is scarcely probable that every problem will prove to have been solved in the right, or best, way the first time.

It is my hope that it will be possible to get the fraternities to co-operate whole-heartedly in the project. I have told them that we should like to have them consider the deferred rushing as an experiment in which we are all interested, and for the success of which the co-operation of all is necessary. I want them to look at the details of the plan merely as directions to guide them in playing a game, rather than as rules and regulations to be broken. The only need for any directions is to let each participant know just what is, or is not, expected of him under this, that or the other condition. If we can get the students to see this point of view, if we can make the strict observance of the directions a matter of honor among the fraternities, if we can impress them with the feeling that it is not "playing cricket," as the English say, to violate the spirit of the game, it makes little difference what the letter is. The written regulations are merely guide-posts, and that is what they should be.

Of course certain provision must be made for acquainting both fraternities and freshmen with the details of the plan. It is proposed to reach the freshmen through a special talk to them during Freshman Week, and to reach the fraternities through meetings of the Interfraternity Council. Then it is planned to issue a fraternity handbook similar to the one put out by the Interfraternity Council at the University of Pittsburgh, and to place a copy in the hands of every freshman when he enters college. This book will contain the rushing rules and instructions, and also a short article about each fraternity having a chapter at Michigan, giving such general facts as freshmen will be interested in knowing.

By means such as these we hope to have every one become familiar with the plan, and to arouse the interest and co-operation of the two groups most closely affected—the fraternities and the freshmen.

Before closing I want to read you a statement by the Dean of Men in a college where rushing is deferred until the day after mid-semester examinations and pledging takes place about two weeks later. The plan has been in operation there for four years.

The statement outlines the advantages and disadvantages as seen

from two different angles and contains most of the points brought out in the other replies received.

Advantages—as seen by the Administration:

- (a) Freshmen get a better start in their academic work.
- (b) Freshmen have more time in which to secure information about the different fraternities.
- (c) Fraternities have more time in which to study their prospects.
- (d) Fewer misfits, fewer losses to fraternities from men failing to continue in college.
- (e) More freshmen complete the first year satisfactorily.

Disadvantages—as set forth by the fraternities:

- (a) Aristocracy of fraternities. Freshmen having more time to look over fraternities, the better ones get the men.
- (b) Cliques formed by freshmen. It has happened that a very desirable pledge would state that he would not commit himself unless the fraternity took in two or three of his friends.
- (c) Mud slinging. Fraternities claim that other groups are breaking the deferred rushing rules, and are approaching prospects sub rosa.
- (d) Loss of freshman money in the houses for the first half of the first semester.

Remarks: The Administration gave a two-year advance notice so that fraternities could make the necessary changes in their budgets and membership. (There was considerable opposition for the first year or two our deferred rushing plan was in effect. There has been less opposition this year and last. There is now some talk among the better fraternities of advocating deferred rushing to the beginning of the second semester from the middle of the first semester. They feel that the scholastic work of the actives would suffer less at the beginning of the second semester than the middle of the first semester.

Any college considering the installation of deferred rushing might well go over this statement very carefully, weighing the advantages as seen by the college administration against the disadvantages as seen by the fraternities. Unquestionably there are certain possible difficulties inherent in any deferred rushing system, but I believe that experience will show that the advantages more than outweigh the disadvantages, if the right plan is adopted. By right plan I mean the one best suited to meet the needs of the particular institution. The all-important thing is to have the right system, and the right point of view. I have tried to indicate what I think these to be and how I feel they can be obtained.

Massey: Senator Tom Hefflin tells a good story. He said he was passing down a highway in southern Alabama once and saw a number of negro children playing around a pond. As he looked more closely, he saw an alligator creeping up to the group but did not realize the children were in any danger until the alligator caught a child and swallowed him. He immediately went up to a cabin nearby and told an old, black mammy what he had seen. She turned around and called her husband, "Sam, I've been telling you that something been catching our children."

Of course no institution can ever save all the freshmen. Somebody will catch a few of them. I think the fraternities help us save some freshmen. We must, therefore, co-operate with them in their program of pledging and initiation. I am thoroughly sold on immediate pledging and

deferred initiation. Deferred initiation will keep out of the fraternities a great number of unworthy boys. I think there is a very marked obligation resting upon the active members of the chapters. I do not believe that we should put restrictions on pledges without requiring upper classmen to make a decent grade. At the University of Tennessee, the pledges may not be initiated until they have been in the university two quarters and made a certain grade. The active men of the chapters must also make an average grade which is higher than that required of the freshmen. I meet the heads of the chapters from time to time and discuss with them means of improvement in scholarship and conduct. We must be patient and persistent in our efforts to improve scholarship and morale in these groups and I believe we are making improvement.

Moore: We have recently made a careful study of fraternities at the University of Texas, and one of our conclusions is that deferred pledging is necessary for the best interests of the fraternities as well as of the university itself. In order to establish eligibility for pledging a student must have been in residence at least one semester if below the rank of senior. We feel that there is little real difference between the pledge and the initiate, and so far as our university regulations are concerned, there exists no difference whatever. Chapters are expected to show a scholastic average above that of the university at large, and failure to do so is penalized. Pledges are included in the count. We feel that this is fair, since every pledge has already met a rigid scholastic test before being issued his pledge permit, and the unfit have already been eliminated. Our position is that fraternities in state institutions and in other institutions exist and operate by special privilege and not by right. The fraternities have cooperated in the new regulations with remarkably fine spirit, and a number of their leaders have expressed satisfaction with the system of deferred pledging.

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## SECOND SESSION

Friday, 2 p. m.

The first paper presented in the afternoon session was a discussion of "Effective Housing and the Work of the Dean of Men," by James L. Rollins, Counselor of Men at Northwestern University.

### EFFECTIVE HOUSING AND THE DEANS OF MEN

By J. L. Rollins, Northwestern University

Some of you deans will understand why this whole problem of housing is such an important one to me right now when I tell you that this trip to Fayetteville was taken for two reasons; one, to attend this conference; and two, because but a week ago I took unto myself a wife and she wanted a honeymoon. Next week the problem of housing really becomes a very serious one for me, as no doubt you understand.

But, in dealing with this subject today I would like to take a new

approach from past talks upon this topic. In the previous meetings of our Association there have been various papers presented on fraternities, dormitories and off-campus rooming houses. These discussions have been presented independent of each other as separate units of thought and discussion. Today I should like to merge these problems into the more essential and comprehensive problems of a general university housing policy. I think you will agree when I say that the housing of all students is an inter-related problem. How a university houses its fraternities affects not only the relations of fraternity men but the relations of independents as well; how it cares for its independents affects the fraternities. And a housing policy can scarcely be called comprehensive unless it considers the housing problems of the entire student population.

I shall attempt in the time allotted me to present the tremendous importance of having a thoroughly considered housing policy and the relation which this problem bears to the work of the Dean of Men.

Let us first come to a thorough understanding of the units with which we must work. They naturally fall into five distinct groups, namely, the fraternities, the dormitories, the rooming houses, the homes, and the private places where men are working for their rooms. With each of these units we must work. A plan for one will not fit the other. Within each unit, different traditions and different conditions obtain different reactions, and each of these must be understood and coped with.

Within the fraternity group we find the most highly developed organization and the strongest traditions. Historically speaking, the fraternity unit has developed largely on its own impetus. Its development has taken place very largely outside of university administration and sometimes in spite of administrative opposition. For this reason each fraternity is highly organized within itself, but oftentimes tends to be weak in co-operation with other fraternities and with the university in general.

The nature of the dormitory unit contrasts greatly to that of the fraternities. Where the fraternities are well organized from within, the dormitories have not been. Where the fraternities are rich in tradition, the dormitories have little or no traditions. Within the dormitory, the independence of the individual is supreme. There is little or no group consciousness; there is little basis for selection of dormitory residents, and as a consequence, many races and creeds are gathered together. Leadership has been underdeveloped, and social life unsatisfactory.

The rooming house for students presents an entirely different problem from either the fraternities or dormitories. The name "rooming house" embraces all types of structures from the tall brick apartment to the small frame cottages. And all types of situations arise from private rooms in apartment houses to rooming houses operated as a financial venture. The number of occupants in these houses varies from five to thirty. There has been practically no group consciousness within the

houses. Study conditions are at times bad; absence of club and lounging rooms has made sociability within the house difficult. Houses are not organized to enforce study regulations and to participate in affairs of the campus. The inherent nature of the rooming house situation and the equipmet of the rooming house offers a gigantic problem in itself.

The private homes and students living at home, scattered as they are, present as many problems as there are men. The nature of their living conditions is practically outside of University jurisdiction as little can be done along this line.

Even with this brief review we can see the tremendous problem which confronts us. Its solution will add much to educational effectiveness. To this date no solution has been thorough enough to be called successful.

As we review the present situation, we see a rather heterogeneous housing situation.

First: We find certain campuses where fraternity men are well housed but where the non-fraternity men are left to take care of themselves as best they can, which means that they lodge in the ordinary rooming house. We find other campuses where they have a dormitory system which is too inadequate to house their men. Then, there are many campuses where they have good physical facilities yet where they are neither making an attempt to work out an educational system thru their dormitories nor are they making a concerted effort to reduce conditions in rooming houses that could be eradicated.

To these general conditions add the tremendous increase in apartment buildings around university areas with all their encouragement to bad social conditions. Then, when we realize that the vast horde of college men are living in rooming houses that are very largely unsupervised or worked into a comprehensive scheme, the problem becomes more perplexing than ever.

This is the situation that confronts us today. It is a puzzle which the best minds will find difficult to solve.

Now, certain ill effects have resulted from these partially worked out housing programs or from situations where no housing policies are in effect. Competition between fraternities has arisen, for instance, one group striving to build a finer house than the other, resulting in some cases in fraternities assuming debts too great for their financial resources. I recall the experience of my own fraternity in one of its chapters. The boys had purchased ground in the exclusive part of town. The university is noted for its fine fraternity architecture and in the section my fraternity had chosen, the houses were particularly beautiful. Because of pride a structure was planned that would outdo every other house on the campus. Stone from Georgia was used to wonderful effect. In all its appointments, the house was very nearly perfect; I am sure the house could hardly have been more striking. But when the total cost came to \$120,000 it was a different story. Every man that came into that fraternity house pledged himself not only to the fra-



ternity but to pay some few hundreds of dollars on the debt owed for its building (a millstone around each man's neck, to be sure). The result was that a new housing policy originated at the university under the suggestion of the Dean of Men. A definite limit was placed upon the amount of money a group could spend to build a house. But my fraternity had been the loser because no such housing program had been in operation before that time.

Again, I think scholarship has suffered due to a poor housing policy. Scholarship is a strange thing to judge. There is always more than one influence working upon scholarship at one time, so to judge just which influence is most affecting the situation is a difficult task. Yet, I feel certain that in my own institution the housing policy which we enacted did much to forward scholarship. Some years ago, in our dormitories at Northwestern the situation as far as scholarship was concerned was very poor. Student mortality was high, student morals low. Dean Armstrong then instituted the Counselor system.

In each of the dormitories he placed an older man whose sole duty was to "be around," to counsel with the boys when they needed it. The results were surprising and gratifying. Today, after four year of counselling the dormitories are going more smoothly than ever before. Scholarship is unusually high; a social life is awakening in the formerly be-reft independent; their organized power came forth in full strength last spring when the Independents elected one of their number president of the student council and another president of the athletic association. We feel that is due to installation of the counsellor system.

Another ill effect of a partially worked out housing plan, or in situations where no housing policies exist, is the building of fraternity and sorority houses side by side as has been the case in some of our universities. The conditions that may arise as a result of this plan or rather lack of plan, are apparent to all. I believe that Dean Clark had this problem on his hands for some time and that his solution was to finally decree that all sorority houses be built in Urbana and all fraternity houses be built in Champaign.

Still another undesirable result is the situation where the fraternity men are well housed while the independent men are not. This inequality in housing is the predominant cause for the feeling of inferiority and the feeling of animosity toward the fraternity system by independents. The blame and solution here rests more in the hands of the university than in the attitudes and action of fraternity men.

Still another ill effect is the lack of contact off-campus men have with the social life of the university. School to these fellows means buildings with classrooms in them, with a professor at the front of the room. It is a hard, unsentimental existence. What results is that they fail to date the co-eds of the campus and instead find entertainment in a cheap type of companionship. Their cultural interests are dwarfed likewise. In fact, their whole college existence is affected seriously.

Yet another defect in having no adequate housing policy is apparent

in the physical upkeep of the houses. Where no definite policy is in effect living conditions are sometimes deplorable. Uncleanliness of rooms, poor lighting, and general attitude of landladies and matrons tend at times to prove a most discouraging factor.

And so we might go on and on listing the ill effects which come from a poor housing policy. But it is sufficient to say that the faults are apparent ones and the problem one which in the next few years should receive both attention and resources.

Let us at this point come to an understanding of what is meant by a comprehensive housing scheme. A comprehensive housing scheme is one that includes all of the students of the university. Each of the five groups, the fraternity men, the dormitory men, the rooming house men, the men who live at home, and those who work for their rooms should all be included under the comprehensive system. No group should be left uncared for. The problems of each must be well in hand.

It should be a scheme that attempts to work out the relation of groups by the physical facilities that are provided. This may be done in various ways, such as in the arrangement of the houses, or by the establishment of definite limits as to cost of the structure and its furnishings. Likewise, definite regulations as to type of structure should be a part of the scheme, as well as the setting down of a definite system of organization and management by which it may function.

It should be a scheme that provides for a definite plan of development as financial assistance is secured.

It should be a scheme that utilizes the best possible advantages in methods of financing fraternities and dormitories.

There is another point we must all realize: That a well-worked-out housing scheme not only offers a splendid approach to the work of the Dean of Men but needs the influence of the Dean of Men for its effective development.

We are all interested in discovering a means for working out better relations between fraternity men and non-fraternity men. Effective housing presents such a means. Much of the feeling of inferiority has been due to lack of physical facilities, because independents have been inadequately housed, or because they have no house at all. And as I have said earlier, the ill feeling can not be laid at the door of the fraternities, but instead it is the university which must assume the blame.

When some of the men of my university, men who had vision and who searched into the future with a little more understanding than most of us do, first laid the plans for the houses for men, many years ago, they stipulated that fraternity houses be alternated with dormitories in quadrangle form. It has done a great deal in making independents conquer their feeling of inferiority, so that we feel it has been successful. I think that in the future, when the dormitories we are now planning to build are completed, we will find the barrier between independents and fraternity men mighty small because it is our plan to build adequate

lounging rooms and meeting rooms just as fraternity houses now possess.

Effective housing offers an effective approach to behavior problems. When men are grouped together in dormitories they can be supervised and their personal problems observed. Aid can be given men when needed in a most personal sort of way. Discipline can be more easily achieved, and in disciplinary cases the results of disciplinary decision can be carefully observed. Group action can be stimulated with greater ease and ends achieved that could not be reached without an effective housing program.

Effective housing likewise offers an effective medium for carrying on the educational program. Housing study groups can be organized and high scholarship achieved through stimulating competition amongst houses. Of course, the informal exchange around the lounge room would be invaluable. But a week ago, over the pleasant complacency of afternoon tea I spoke with a new member of our Department of Political Science at Northwestern, Mr. Vernon McGovern. Mr. McGovern spent his college days at Oxford, and on this day it was of Oxford that we were speaking. He had explained the college system thoroughly and had told of the luxury present within the dwellings of his college, when he made the surprising statement that "the curriculum at Oxford is not as well organized as at American universities. The real education," he said, "came not from the classroom but from the informal chats in the sitting rooms." I thought the statement interesting and felt that once again it told the story of what good housing can do in the educational program.

Some institutions provide tutors for their dormitories in order to stimulate scholarship. I understand that this system is very effective. The one situation with which I have been connected where this plan has been in vogue found the experiment most successful. One of the fraternities on my campus, in order to pull up its scholarship, employed a graduate student to act as tutor to the freshman class, with the result that it had a higher freshman average than ever before and consequently, initiated a higher percentage of men than ever before. This can be secured where a good housing policy is in operation.

It is apparent, then, that with a housing program that functions smoothly in operation, one that takes into consideration the needs of all the men of the university, the work of the Dean of Men is more easily approached. It emphasizes, therefore, the fact that the Dean of Men should be present on the building committee for dormitories and should maintain an active contact with fraternities which plan to build.

Of paramount importance, of course, is: Where can a university get the money with which to build? Many universities would have dormitories if they had the money. Of course, in most cases, these funds have come from gifts of individuals or from state legislatures, but a development of major importance is represented in such ventures as

the dormitory for women just being completed at the University of Michigan. This building housing 450 students and costing approximately \$955,000 was entirely financed by outside capital. The entire sum was covered by a bond issue on an 8 per cent earning basis earning 6 per cent interest. In other words, the dormitory is self-financed, the bonds being retired by the surplus revenue over a period of years. Many other dormitories are being financed with but a small initial outlay of capital. Other universities are utilizing the offers of outside interests to build and operate dormitories under the general supervision of the university. This is being done for example at the University of Chicago. In the realm of fraternity financing many fraternities have been able to utilize outside sources for the construction of their homes through financing and construction companies, and insurance companies, etc.

In conclusion I should like to say that it is becoming more and more apparent that a comprehensive housing program is a necessary plank in any college or university's platform. And the strongest force behind seeing that such a policy is put into effect should be the Dean of Men. This merely emphasizes that we deans of men must acquaint ourselves thoroughly with dormitory and fraternity architecture. We must know what all of the universities over the country are working out in the way of plans and policies. We must, in fact, be a veritable source of information on housing matters if we are to be worthy of such a responsibility or be able to render the service needed. I feel that the topics which are to be presented during the rest of the program are of high importance to all of us and I hope that the future will find us more actively engaged in the housing affairs of our respective institutions.

Park: May I ask the policy with regard to apartments, that is unsupervised apartments?

Rollins: It is very well known that rooming in apartment houses is not always conducive to good study. In a few instances, we have made the rule that no student can live in an apartment house unless it is o. k'd by the Dean of Men, and in a few cases they are not allowed to live in apartment houses under any conditions.

Massey: We are having to settle this problem this year and we also have some problems developed by girl students living in apartments.

Dubach: At Oregon State all unmarried students live either in dormitories, private homes or apartments. We have sufficient dormitory space to house all the boys not in fraternities and private homes.

Armstrong: Do you have rooming houses?

Dubach: Yes, we have rooming houses but all are comparatively small and are under jurisdiction of the Dean of Men.

Turner: We have such a rule at Illinois, which has been in force for one year. We made the rule, not on account of difficulties with the men actually living in the apartments but because of outsiders and friends. Our most studious men in apartments reported that they were continually annoyed by friends calling on them, both when they were in and when they were out. No matter how carefully they locked

their apartments, some people seemed to be able to open them and use them for purposes of their own.

Our regulation states that if students are to live in apartments, a mature person approved by the Dean of Men must assume the responsibility for what goes on in the apartment.

Rollins: Their friends drop in and cause most of the trouble; but the big cause is that you can't get anyone that knows anything about the difficulties or will look into the trouble. I went to the owner and he agreed to look into the situation, but that is as far as it went.

Wahr: We have had such a rule for four years. No unmarried student can live in an apartment without supervision.

Rollins: What do you mean by supervision?

Wahr: There is supposed to be a resident supervisor in the apartment building.

Rollins: Unless students raise enough noise to be heard by the entire apartment no one knows what goes on and the result is that there is no way of supervising them. In the smaller towns you know who has charge of the leading apartments and thereby can get a close check.

Wahr: We don't grant permission to all students.

Wunder: I am interested in dormitory supervision. Our situation is that students are turned loose in dormitories with practically no supervision. It certainly is bad in apartments but I would like to have some statements from you in regard to dormitory supervision.

Armstrong: How many institutions have dormitory supervision?

Ripley: We have now two dormitories occupied by man students. We had three but had to take one over for class and laboratory work. We have councilmen in dormitories that come under the recommendation of the matron, passed upon by myself and President Futrall, then this goes back to the dormitory and our recommendations are accepted by the students. We have councilmen on every floor who are paid by the university so much a month. It is their duty to carry out and enforce the regulations which have been voted for and adopted by the students. This plan in the last two years has been fairly successful and the men are Seniors when they act but are elected in their Junior year. We have found this to be more satisfactory than anything we have had in the past. While it isn't paradise and while some things may happen, yet, with 200 students all classes, freshmen, sophomores, juniors, seniors, it is fairly satisfactory and we have been able to add improvements to the dormitory by this method.

For some unknown reason in the past, radiators have sometimes rolled from the third floor to the first floor and I feel that while it isn't perfect we have gained by the use of the councilmen and it is gratifying to me. If a student is fined and he does not pay the fine, the councilmen come to my office, then the student is called in and if he admits he is guilty of the offense, he must pay the fine and if he says others are equally guilty, I tell him that if he will tell me who they are, they will

help swell the fine funds. These funds go into the dormitory treasury and are used for social entertainments.

Alderman: At Beloit we have two new dormitories for freshman men divided into two and three sections respectively. An upperclass proctor lives in each of the five sections. They in turn are responsible to our Dean of Freshman Men who resides in one of the dormitories.

Armstrong: Mr. Trout has kindly consented to come down here to talk to us on general dormitory construction. He will use a screen to illustrate his talk.

## SOME BASIC PROBLEMS IN DORMITORY PLANNING

By Alex L. Trout

Malcomson and Higginbotham and Trout, Architects and Engineers  
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If we read the chronicles of Oxford, we find that the colleges of the late middle ages were generally each housed in a single building, which served all the needs of both life and study. Education was relatively a simple process. Oral discussions, the study of books, and the copying of manuscripts, together with some training in composition, all might be carried on in the living rooms and library of the college hall. The personal associations were intimate and enjoyable. In discussing modern college dormitories, President Lowell of Harvard has emphasized his belief in the desirability of continuing the advantages of these scholarly groups of men, self-associated and self-governed, expressing in their way of living at once a love of human contacts as well as a desire for inspiration from the past.

When I recently asked President Scott of Northwestern to what extent this movement to bring education into the dormitory building might be practical today, he replied by drawing the other side of the Oxford picture. He said in substance that while Oxford ideals of education have been widely discussed by our undergraduates, stimulated no doubt by the experiences of the Rhodes scholars, Oxford itself has been changing. The lure of the great lecturer, or the finely equipped laboratory, has caused the Oxford scholar to seek to divide his time and visit colleges other than his own. The tutorial system of informal instruction has in a measure given away to the more formal classroom methods of American schools.

If highly individualized instruction is lessening in England, in America it has almost disappeared. Science has widened the curriculum and has introduced the mechanical, impersonal element of multiplicity and duplication into education, much as it has into industry. The harmony of the old and the new has not been accomplished. Our typical college campus is a pathetic expression of this fact. The rapid broadening of the curriculum and the rapid increase in our college populations has made for great groups of unrelated buildings, with the

student wandering hither and yon in an unco-ordinated labyrinth of knowledge.

When one thinks of a college plan, the first thought is architectural harmony in exterior appearance. This is important, but the keynote of all good educational work is planning the buildings around the scholastic program. If the college plan is to be successful, the objectives, purposes and methods of collegiate procedure must be carefully thought out.

The effort to physically arrange these expanded courses of study has been notably well done in the field of secondary education. Our high schools, thanks to the leadership of the National Education Association, are today relatively well planned. But the buildings that house our colleges and universities are quite generally unrelated from an academic viewpoint. The housing of the student, with its opportunities for social and cultural training, has been neglected. We have been too busy. The rapid expansion of education facilities with the pell-mell rush for appropriations and endowments has made our colleges neglectful of the social needs of the student, except where they have been forced upon us. Health education and athletic recreation have recently made rapid progress. The social problems of the post-war period are now stimulating the interest in housing. Some of our educational leaders who started to consider the dormitories simply as a possible remedy have found them to be also an opportunity. They may well be a co-ordinating influence, bringing back the old social culture and courtesy into its own.

Behind every important group of college dormitories, you will find certain social and educational ideals. President Lowell, at Harvard, started to alleviate certain serious social conditions and finished up with a broad program of social education. The donor of the Lawyer's Club at Ann Arbor tried in his building to adapt the old Oxford College plan to modern social conditions. The experiment may be watched with profit. Northwestern in its combined fraternity and dormitory system has sought to give the advantages of fraternity life to the non-fraternity men. More precisely, it has sought to work out the best results from small group housing. Dartmouth has extensively developed large group housing, around a most interesting campus plan. Professor White, at Illinois, has worked out a well-co-ordinated campus into which the dormitories have been admirably tied in. The work of Dean Rienow with Iowa Quadrangle merits the highest praise. "What has this to do with dormitory architecture?" you say. Everything. Unless dormitories house very carefully worked out programs of efforts, unless they house ideals as well as men, they are relatively useless. They must be studied and thought out before they are built, and carefully sponsored afterwards, if they are to be successful. The thought they are given as to social and intellectual programs and purposes is just as important as the bricks and stones of which they are made. What you are going to use them for is a more difficult question to adequately answer than how you are going to build them.

Examples of lack of thought in planning are all too numerous. Dormitories for girls generally receive fairly careful attention, but almost anything seems to go for the boys. Too many of the men's dormitories one visits are designed on a purely mechanical basis. Thought may be given to floor space efficiency, duplication of units and other economies of production and operation dear to the heart of the engineer. Such buildings are merely collections of shelves, devoid of interest as the interior of a mausoleum. Cheerless and uninteresting as a row of bins in a stock room, the man who builds them will explain their upkeep is low, and that the boys simply cannot damage them. I heard of one such building. Its exact location was not disclosed. It was described as "a monument to permanent and enduring ugliness—absolutely boy-proof." An old Scotch friend of mine used to say rather gleefully that all Scotch boys had to sow their own rolled oats. So this dormitory did not fail of attack. It was fireproof but had fire hose cabinets. Neither very well planned nor well kept, the boys decided to give the place a thorough cleaning out. They did and in spite of the kindly intercessions of the dean of men, several of the boys left college. I am fully aware that men's dormitories should be difficult to damage, but precautions taken need not make the building ugly. The dormitory need not be a cell block, nor need the rooms be what a friend calls city apartment, "folders in a filing cabinet."

A second source of danger in dormitory planning is the memorial. Wealth may be poured upon a dormitory to the extent that the student will be dissatisfied with his later surroundings in life. This is a problem few of us have to be concerned with. The problem of more frequent occurrence is where the dormitory is planned with a monumental aspect, in historic styles or traditions that call for massive masonry construction, deep shadows, and insufficient light. Unfortunately pleasing exterior effects do not mean comfortable and livable interiors, and so-called monumental groups have to be carefully studied to avoid this difficulty. The progressive note in modern architecture is "the emphasis of plan before elevation." A carefully studied program before the beginning of planning is most essential. When the donor of the memorial comes with real ideas as well as money, splendid things may be the result, and the memorial may be homelike and fine in a spirit, a reflection of the genial personality of the donor. Witness Dick Hall's House at Dartmouth, and the new Davis library there. In one case a hospital has been made homelike and cheerful, almost enjoyable. In the other, a library has been made a place to read books and enjoy them as one would know his intimate friends. Here again we simply try to illustrate our basic theme that thought and human interest and fine purposes are even more important than the lavished wealth of a donor.

In the planning of a group of dormitories, we very naturally follow tradition. We visit the fine buildings of the past and if we study them intelligently nothing could be better. But the study should be a critical one. The people of the past lived a different life from ours. Take



the college quadrangle, the enclosed court. It is distinctly traditional, and when well handled is a splendid thing. But it has serious dangers. In its original use, it was designed chiefly for protection. The Lawyers Club at Ann Arbor has the traditional President's gate, through which the student of earlier days might find refuge within the quadrangle from the battle of town and gown. Over this entrance the President had his living apartments. From this vantage point he could be informed first hand of any disturbance by late and boisterous stragglers. The tradition of the quadrangle is very old and well established, but it should be used with caution.

The trend of American planning is away from the closed court and toward the open type plan. By open type plan I mean the building which has a plan like an H or a U or an E or T, rather than a hollow square. In other words, every room is an outside room. The advantage is that we exchange the old requirement of protection for the modern one of lighting. Climatic conditions may make shade and shelter valuable. But generally, the quadrangle, if used at all, should be of considerable extent. It may be developed as a garden or playground and may pleasantly recall the cloistered shelters of the past. That is good. But to have a quadrangle simply to have one is like buying random books with red bindings merely to fill out the decorative scheme of a library. If the quadrangle is small it may cast harmful shadows within the court. I know of one group built near a lake with a splendid view possible. Actually as the quadrangle was planned less than a quarter of the students in the building get a glimpse of the lake. The landscape possibilities were quite neglected. With skilful planning, three quarters of the group might have enjoyed the view and the building would have been more successful from every angle.

Traditional architecture has also serious drawbacks both in the lighting of the rooms themselves and the economy of construction. Much of the old classic, Romanesque and earlier Gothic architecture was developed before the art of printing. Men did not devote much time to reading and the windows are small for modern needs. With the later Gothic, with Tudor, Elizabethan and other traditional styles, glass and modern lighting came into its own. The picturesque dormer remains a very common sinner. I believe it is quite safe to say that perhaps a third of our modern dormitories are inadequately lighted. I know of one recently built, charming as to its interior, but in it the girls always study by artificial light. Architects are prone to criticise the broad widows of Georgian or Colonial architecture as being ugly in shape. Yet the old Connecticut Hall at Yale, and Hollis Hall at Harvard are modern usable buildings today after two centuries of continued occupancy, largely because of their simple, straightforward architectural plan and their adequate lighting. As to the extravagance of classical building, wasted attic space behind pediments, or shadowed porches behind great colonnades, these are sometimes but not always worth the

price of architectural effect, but that price should be carefully considered and planned with caution.

With these general suggestions let us discuss some of the specific decisions that must be made before beginning the architect's sketch. The basic problem is the size of the group. The Harvard dormitories are planned as large units to give the man a wide acquaintance, and to make him socially unconscious. After deciding the size of the group, the next question is where the student will eat. Here again let me quote Harvard. President Lowell has decided opinions that the dining room and the living room are important factors in education. They are factors that need cultivation. At Yale and Dartmouth the social rooms are comparatively unused. In the Harvard Freshman dormitories, they are used more and more, due to a wisely directed program. The thought given to planning must be continued in use. President Lowell told me with considerable enthusiasm: "When we built our Freshman dormitories, I just lived with the architect. I know every brick and stone in them. What a pleasure architecture is!" Would that more college presidents shared his enthusiasm! If the president knew every brick and stone, Dean Luce knew every man. If we live in the lives of those we have influenced, the dean of men has a wonderful opportunity. The size of the group he influences effectively is measured by his own bigness of heart, and our big schools of today need all his warmth and friendly guidance. Yet even the best of friendly interest has human limitations. If first year introductions are desired on a large scale, two hundred and fifty, the size of the Harvard freshman unit, is quite large. The upperclass and professional groups may well be handled in smaller groups. The influence of a big man in a large unit is splendid. But the best things are done by personal contact which must be necessarily limited. In Harvard resident proctors provide this subdivision. But at Northwestern this division into smaller groups is provided physically. Small dormitory groups of non-fraternity men are contiguous to the fraternity houses. Here again it seems to me that the small group should if possible eat together. Modern methods of central kitchens with very effective food transportation will, I believe, serve more to overcome disadvantages of the small group unit, and make practical the more intimate relations. All these questions should be carefully considered before plans are put on paper.

With the social policies settled, we may consider the room layout. Sleeping in a common room sometimes has serious disadvantages. It may be very economical financially, but I gravely question the economy from the health viewpoint. A reasonably large double room, however, may be preferable to a small single sleeping room. A study with a sleeping room is enjoyable, but such a luxury should be reserved for the upperclassmen. Freshmen generally prefer the double room. Roommate adjustments are of course a problem, but even the experience of an unfortunate roommate in college days may prove salutary in the selection of a permanent companion. Certainly the experience of social

adjustment will always be valuable. In this whole matter, available funds, the maturity of students, as well as the financial ability to pay, all are considerations of importance.

In the question of dining rooms, the trend seems to be away from the large and the monumental to the smaller and more intimate group. Central kitchens are popular. Cafeteria plate service for breakfast and lunch with a served meal at night seems to work out well in many places. The entry system versus the corridor system is still a subject of debate. That the building should be fireproof goes without saying. Details of construction we may well omit from the discussion.

The location of the dormitories should be given careful consideration. They should be included in the campus plan convenient to the recreational facilities, and not far removed from academic buildings. The college Union, if it is not to be a financial burden, may well be merged into the dormitory group. At Albion, a small but thriving church school in central Michigan, the girl's dormitory extends a welcome and popular open house to the rest of the girls in college not resident there, and becomes a happy and attractive center for the social life of the campus. Professional groups may well have special facilities for study when the dormitories are not convenient to the buildings they serve.

Dormitory financing is a subject in itself. Where records are available as to living costs, in existing dormitories, fraternity and sorority houses and rooming and boarding houses adjacent to the campus, such information is invaluable in making a survey. Dormitories can be self-financed, where land is available, at reasonable cost, or where it may be provided by gifts. Dormitories which have been operated on a self-financing basis have been generally successful due to intelligent and interested management. Interest charges will vary from one-half of the gross income where rooms only are provided to one quarter where both rooms and meals are furnished. The management factor is very important, and careful budgets and standards of management should be worked out. Plans should not be too ambitious. Installment payments always tend to over-stimulate the market. This has been seriously the case in financing of fraternities where the costs have been excessive and promoters profit large. In the self-financing plan in use in Michigan, the trust company charged a small financing fee for selling the bonds. The funds were all handled as if they had been a state appropriation, with bids on a highly competitive basis, and costs correspondingly low. Some such procedure is highly desirable. This Michigan plan we believe to be convenient and sound and generally available to any well established school.

With funds arranged for, the building committee becomes a matter of importance. Wherever possible those who will manage the buildings should have a part in the planning. Sometimes the work is done by persons in authority not in sympathy with the social program. While we believe strongly that dormitories should be run on a business rather

than a charitable basis, we also believe that social and educational advantages are paramount considerations. After all these boys and girls are the most important things in our lives, "our afterselves," some one has admirably called them. Their college home should be deserving of most careful thought. An interested and alert building committee is an invaluable aid, often in unexpected ways. If our good Dean Joseph Bursley had not been an influential member of the city council, our dormitory at Ann Arbor would never have survived the efforts of certain local interests to prevent its construction.

The architect himself should be sympathetic with your problem. If he is at all worthy of the work with which you entrust him, he is something more than a tradesman, or a skilful draftsman, and he is entitled to a considerable amount of your time, and advice and counsel. You should tell him all the things you wish to do in the building, even those which may seem to demand funds beyond your capacity to pay. With your encouraging counsel, he may work out something beyond your expectations. The building will be more successful if he assists in the selection of furnishings as well as the general interior decorations.

In conclusion certain matters of policy may be mentioned. In private schools compulsory dormitory residence may be practical, but in state institutions this is difficult. Generally it should be a privilege to live in a dormitory, just as it should always be a privilege to go to college. If around the building traditions can be built up, they will contribute greatly towards its popularity and effectiveness. To occupy the room once used by James Russell Lowell as a student is the cherished privilege of the Harvard senior most proficient in literature. Rooms furnished by influential alumni may be available as scholarship awards. Above all the dormitories should be well kept up, a place where the boys may extend a dignified and happy hospitality to his friends, a place around which may grow up a spirit of pride and loyalty. In its own way the dormitory may contribute to that ultimate objective—finely expressed by the old Roman quotation slightly paraphrased, "Show me a man proud of his college and some day his college will be proud of him." Happy memories of student days are a college's rich endowment.

Armstrong: The next paper on "Fraternity House Architecture" was prepared by Arthur T. Remick, Architect, and will be read by Alvan E. Duerr of the National Inter-Fraternity Conference.

### FRATERNITY HOUSE ARCHITECTURE

By Arthur T. Remick, Architect, New York (M.I.T., Sigma Nu)  
Chairman of Interfraternity Conference Committee on  
Chapter House Architecture

Read by Alvan E. Duerr, Secretary, Interfraternity Conference

May the writer of this paper begin by explaining that he lived in a fraternity house during his college career, and that he has since been

active in alumni affairs and therefore has not lost contact with college or fraternity life.

He has also specialized in housing problems, and has designed and acted in an advisory capacity in several fraternity house projects.

Furthermore, although he has had very little time to prepare this paper, he has gradually accumulated a fund of information on this important subject, much of which shows that many of our fraternity houses are handled in a most unintelligent, impractical and costly manner.

In the time allotted, it will be difficult to cover the subject as the writer would like to cover it, as local conditions, customs, method of financing, and size and use of chapter house have so much bearing on the subject, that it is difficult to generalize.

For example, in two of our chapters we are not permitted to own a house, other colleges do not permit men to eat at the chapter house, others can not sleep in their houses, etc.

However, the following practical and helpful suggestions could be used in most colleges to advantage.

1. Location. A chapter that isolates itself in a locality remote from the campus loses its contact with the student community and tends to give others an impression either of snobbishness or of inability financial or otherwise to procure a site in a desirable location.

2. Architectural Style. Chapter houses should be built as near the campus as possible. Their exterior architecture should be in harmony with the better college buildings if they have architectural merit. If a chapter can not afford to do this, which is easily conceivable if the college buildings are in stone Gothic for example, then a simple dignified style with character should be selected. In any event, they should never be ornate, loud or vulgar, nor on the style of a so-called "French Chateau," a "Swiss Chalet," a "Moorish" or "Spanish," or other foreign and un-American monstrosity.

Whenever possible, chapters should also build new houses especially designed for fraternity purposes, instead of purchasing makeshift houses, many of which are of ancient and unattractive vintage.

In this connection, do not overlook this potent means of influencing students in the direction of good taste and sound morals, for however subtle and imponderable such an influence may be, and however unconscious the student is of its action upon him, the influence is there, and it operates silently and unperceived through all the four or more years of his residence. However unrealized by himself, it tends to form many of his ideas of art and life which influence his character, and we know how short America still is of such cultural things.

The average American college student is probably somewhat opaque to the penetration of the rays of purely aesthetic influences; he is generally sadly ignorant of both the history and the technique of the fine arts; he is a good deal of a Philistine, but that he is impervious to every aesthetic influence the writer does not believe. Consciously or uncon-

sciously, most of them react to their environment.

To pass four years or more in a well-designed chapter house, which is a model of good planning, comfort and charm, can no more fail to influence the minds and tastes of their occupants for good than can base, vulgar, tawdry, decrepit and filthy homes fail to discourage aspiration and to debase the standards of life.

3. Building Site. The site should not be purchased until the architect has inspected and approved it. Otherwise the organization may run into great difficulties and foolish expense, growing out of such obstacles as bad grades, rock blasting, undesirable size or shape, and similar awkward and costly conditions. Also, and if at all possible, get a site with trees, and large enough so that adjoining houses will not be too near. A good setback is also most advisable when adjoining houses, grades and depth of plot permit. The grounds should also be intelligently shrubbed and planted.

4. Financing. Chapters are warned not to build beyond their ability to pay, as large houses and heavy overhead result in a condition which is likely to bring trouble and perhaps collegiate failure, due to financial burden and worry on the part of some otherwise good students, and in most cases the burden falls upon boys who had no choice in the construction program and knew nothing of the huge debt and exorbitant rent, until after initiation.

It is the opinion of the Sigma Nu fraternity that no house should be built until the chapter has cash assets equivalent to 25 per cent of the cost of the finished property. This is in great contrast to the so-called "shoe-string" financing that has characterized chapter house building on many campuses, and which has caused so much grief and difficulty to the chapters and to the alumni who have accepted the responsibility of retiring indebtedness.

Even after being built, many houses have been handled in a manner so slipshod that they would compare unfavorably with a poorly managed collegiate chapter. Much money has been lost through carelessness in handling insurance policies, taxes and dates of payment on indebtedness. Still more has been lost by not keeping up with current repair work. It would be well to work out a standard system of handling the records. The treasurer's accounts should be audited and a report sent to each alumnus annually. Careless management and over-extension of credit would be eliminated by employing an alumnus treasurer, or installing what is generally known as the Alumni Control Plan.

5. Architect. Do not fail to employ a reputable, skilful and experienced architect in such work. Never turn the job over to a student or an inexperienced draftsman not long out of college, and particularly beware of the local builder, "realtor," and lumber yard. The very best architectural supervision is imperative. It would be well to call a warning to chapters to keep away from companies which specialize in building badly constructed and financed on most unsatisfactory terms.

6. Approval of Architecture. Each national fraternity should re-

quire that a reputable, skilful and experienced architect in such work pass on sites, plans and specifications for chapter houses. (The national treasurer should of course pass on the financial arrangements.) In fact it might be advisable for the fraternities to co-operate through the Interfraternity Conference to provide a committee of experts for this purpose. That sort of thing is being done for all Y.M.C.A. buildings and for certain churches, with such success and great individual benefit and value to the various units of these organizations.

7. College Dormitory Building Costs. Present average building costs, according to the F. W. Dodge corporation, are twice as high today as they were in 1914, and the present tendency is for them to remain strong and slightly higher.

In a questionnaire sent out in 1925 by the Interfraternity Conference Committee on Chapter House Architecture, they learned some of the following things (Note that as building costs have not changed since 1925 this report can still be referred to):

The average cost per student for all the dormitories, including both fireproof and non-fireproof, was \$2,077.

The fireproof buildings averaged \$2,460, and the non-fireproof \$1061 per student.

The most expensive building (without special facilities) cost \$4410 per student; the cheapest \$186. The latter was a frame barracks housing 232 students, obviously only in a very restricted sense a "college dormitory." An especially beautiful and costly dormitory, a memorial not only to the family of a munificent donor but also to a large number of distinguished alumni of the college, is not included in the averages, because the capital cost per student far exceeds the figures just given, and the case may properly be regarded as exceptional.

The cost per student for the 72 buildings are divided as follows:

Dormitories costing less than \$500 per student .....	4.16%
Dormitories costing above \$ 500 to \$1000 per student .....	19.44%
Dormitories costing above 1000 to 1500 per student .....	15.28%
Dormitories costing above 1500 to 2000 per student .....	11.11%
Dormitories costing above 2000 to 2500 per student .....	15.28%
Dormitories costing above 2500 to 3000 per student .....	8.33%
Dormitories costing above 3000 to 3500 per student .....	16.66%
Dormitories costing above 3500 to 4000 per student .....	4.16%

More significant perhaps than the above analysis is the average capital cost per student derived from 35 modern college dormitories selected from the 72 buildings studied. These 35 include dormitories for both men and women. They are of the well built so-called fireproof type, with one exception which is reported as semi-fireproof. The earliest was built in 1911 and the latest in 1924 (in their returns some colleges went back of the 10-year period given in the questionnaire, and where the buildings were typical they were included in these figures). The lowest capital cost per student (adjusted to 1925) in this group is \$1755.00; the highest is \$4410; the average is \$2957.

These 35 dormitories are such representative institutions as Amherst, Bowdoin, Colgate, Cornell (3), Dartmouth (3), Mass. Institute

of Technology (2), Middlebury, Northwestern (3), Pennsylvania State, Princeton (4), Rensselaer Polytechnic Institute, Rutgers, Smith (3), Stanford (3), Swarthmore, Wellesley (2), Wesleyan, Williams (2), and Yale (not Harkness Quadrangle).

Out of the 79 colleges replying, 14 colleges, or 18%, reported no dormitories built during the last ten years (1915-25), and 15 colleges, or 19%, reported that the institution had no dormitories of any kind (in one case no dormitories for men). Of the latter class, 13 colleges contain fraternities with upwards of 400 chapters (1925), a very large proportion of which have chapter houses supplying dormitory requirements.

The average low rental per student (i.e.: the lowest average from a single college) was \$11.24, and the average high rental \$15.60 per month. The lowest was \$4.00 per month and the highest \$35.56. Of the dormitories 92% were furnished except for linen, rugs, etc.

It was found that 27% of the dormitories were not fireproof and that 73% were of so-called fireproof construction. The comparative costs of the two types of construction as represented by figures found above do not properly represent the relative cost between fireproof and non-fireproof construction in general. There is too large a difference. These figures would seem to indicate that fireproof construction costs more than twice as much, but that is not true. A difference of from 15% to 25% would be nearer correct. The explanation is that some colleges went further and erected handsome and costly buildings, while many of the non-fireproof buildings were of the cheapest sort of wooden construction.

While the question was not asked, it would appear from the letters received that there were comparatively few colleges which had enough rooms to accommodate all their students. This is no doubt particularly true in state universities.

The average cost of a dormitory was found to be \$2077 per student and the average rental of \$120.78 per student per year of 9 months, which is about 5.8% interest on the actual cost of the buildings only. When you add land costs, cost of maintenance, heat, light, janitor services, depreciation, furniture, etc., it is obvious that colleges are furnishing their students dormitory accommodations at far less than cost. In this matter the dormitories are like the educational facilities.

It would therefore seem that under these conditions the colleges should welcome chapter houses, as they greatly relieve them of this burden. When fraternity men give money to build a chapter house, it really becomes, indirectly, a gift to the college.

For this reason, and owing to present day high building costs and living standards, colleges should be fair and reasonable, when they put a limit on the cost of fraternity houses. In the last analysis, the fraternity belongs to the university, and in most communities it has little value except as an adjunct to the college property.

8. Fireproof construction. For safety, permanence, low insurance



rates and reducing cost of upkeep generally, fireproof construction is strongly recommended.

9. Studies, Bedrooms, and Dormitories. Separate studies and separate bedrooms are the most desirable, with not more than two men to a study, and in the bedrooms space for not more than two single beds, which of course could be equipped with "double deckers" if finances did not permit two single beds, although "double deckers" should be avoided if possible, for several excellent reasons.

Dormitories, while economical in construction costs, and where all the men (sometimes as many as 40 or 50) sleep in one big room in the "attic," are most undesirable. Some of the good arguments against such a system (not to mention the sanitary one) are that some of the boys may want to go to bed early, for various good reasons, and naturally should not be disturbed for the rest of the night. Others may have 8 o'clock classes and others not, and those desiring to sleep later will be disturbed by alarm clocks and other attendant noises of the men arising earlier. By the way, if dormitories can not be avoided, never have French doors or low window stools, as it is not unusual to have sleep walkers in a chapter house.

Desirable minimum size for studies is 10'x10'6", with closet at least 32 inches deep, with each side of the closet fitted with 3 large drawers, on top of which provide shoe racks. Above the shoe racks have hanging rods for clothes, with ample shelf over and around three sides of the closet. Opposite the closet door, at the rear, provide a hook strip, with coat hooks, for bath robes and other similar apparel. On the inside of the closet door, provide a mirror in the upper portion, under which erect a fairly deep trough for toilet and similar articles, with towel rack under. In this manner, not only the costly floor space required but the additional expense of chiffoniers is eliminated, not to mention the general resultant neatness of the room.

Keep studies small, for the sake of scholarship and to reduce internal cliques and room-to-room visiting during study hours. You also save on furniture costs. Built-in book shelves are desirable when they can be afforded and conveniently worked into plans.

Where separate studies and separate bedrooms are used, studies should be kept in one part of the building and the bedrooms in another part, with a door separating these two sections, thus reducing the noise from either section. Then those having early classes can group themselves in the same bedrooms, and others desiring lots of good fresh air can group themselves in other bedrooms, and so on.

10. Suites. The suite idea is not desirable and for the following reasons: With studies adjacent to the bedrooms, the house is more difficult to heat, which means more fuel, radiation and boiler, as the bedrooms are kept cold; therefore cold walls next to a warm study.

As in the dormitory system, if a boy for any reason desires to retire early, he is likely to be disturbed by noises and confusion in the studies on either side of him, unless of course you go to the heavy ex-

pense of soundproofing walls and doors.

11. Baths, Toilets, etc. Toilet facilities should be centrally located on all floors, and for the sake of economy in installation of plumbing pipes, wastes, vents, etc., showers (no tubs) should be in separate rooms if possible, thus preventing steaming up of mirrors over lavatories. Water closets and urinals should also be in a separate room, when possible. All such rooms should have not only direct light and ventilation, but exhaust fans, in outside walls, particularly in shower and water closet rooms.

Do not fail to have tile, terazzo, or marble floors and walls, all laid in waterproof cement.

All plaster surfaces should be painted with enamel paint.

On first floor, provide a combination toilet and coat room, designed and equipped in a similar manner.

Do not fail to provide ample hot water supply and storage.

12. Copper and Brass. In most cases, never use anything but brass hot and cold water pipes. In a few special and unusual cases you may be able to get away with wrought iron pipe, but be sure that the water conditions are favorable to such pipe.

Also never use anything but copper for flashing, gutters and leaders. Using anything else is merely being "penny wise and pound foolish."

13. Alumni or Guest Room. This room and bath (shower and tub here) should be on the first floor, not only for the sake of quiet and privacy, but so it may be used as a dressing room for ladies at parties.

14. Kitchen. The kitchen is one of the most important parts of a chapter house. Therefore provide a spacious, ample and efficiently planned and equipped room, with sufficient storage space, bins, refrigeration, and so on, and with good natural and mechanical ventilation.

15. Janitors' Sinks and Closets. Make ample and convenient.

16. Other Closets. Telephone closets should be provided on each floor with a convenient signal system.

Also ample linen closets on each floor and in servants' quarters.

17. Chapter Room, or Council Chamber. This room should never be placed in a cellar, unless there is sufficient natural light, ventilation and drainage available, which could only exist if grades were favorable. Generally it would be much better to locate this room in the attic.

18. Insulation and Sound Proofing. Whether an attic is used for a chapter room or a dormitory, it should be thoroughly insulated against heat and cold, for the sake of more comfort in both summer and winter and less investment in heating plant and fuel.

In severe northern winters, storm sashes are an excellent investment, particularly on the most exposed sides of the house.

First story ceilings particularly should be sound proofed, for obvious reasons.

19. Cellars. Unless grades are favorable, cellars should be cut down to the minimum (which would mean economy), and be used only for the heating plant, fuel, vegetable storage and other similar pur-

poses. In any event, do not fail to provide ample and proper drainage and water proofing. Overlooking this important feature has caused a great deal of (unexpected) expense, damage, regrets, and so on.

20. Trunk Room. In most cases, even the trunk room ought to be in the attic and not in the damp cellar.

21. Stairs. Every house should of course have two independent stairs, both fireproof and widely separated. If the house is not of fireproof construction, there is even more need of fireproof stairs. A splendid scheme is to make the service stairway continuous from the cellar through the roof, enclosing it in fireproof walls, with self-closing metal doors, thus making a fire tower out of it and eliminating the very ugly and unsightly exterior fire escape.

22. Ground Floor. Ordinarily, the living room, hall, dining room and library are on the ground floor, and should be connected in such a manner that they will lend themselves to entertaining and dancing. Dining room and kitchen should be on the same level.

May the writer suggest here that it is neither economical nor advisable to have two-story halls and other elaborate and ostentatious features in the first floor arrangement. Instead, it would be so much better to put all that money into decent studies and bedrooms, and thus eliminate the undesirable dormitory system. In fact, why not provide the sort of rooms on the first floor which will develop the camaraderie which makes college and fraternity life so wholesome and pleasant?

23. House Mother or Matron. Provision for suitable quarters for a matron or house mother should be made, in case the chapter finds such a system desirable or required by college authorities.

24. Officers. A chapter house office in a separate room is more desirable than having correspondence, accounts and conferences in some student's room or study. It also makes for dignity and emphasizes the importance of chapter business.

25. Electric Outlets and Vacuum Cleaning. Plenty of base receptacles should be provided, so that rooms in the future will not be cluttered up with loose wires, which might also cause fires.

Vacuum cleaning should also be provided for, as it is not only so much more sanitary but so much more efficient.

26. Fireplaces. Wood (or coal) burning fireplaces should at least be provided in living room and library, but do not have mantle shelves, as they would probably be cluttered up with "what nots," and be otherwise disorderly and eye sores.

27. Furnishing and Decorating. All rooms should be furnished and decorated simply, but with most durable materials and furniture, and in complete harmony with the architecture of the house. Do not be "penny wise and pound foolish" in these matters either, and beware of loud, ugly and ostentatious furniture and decorations.

It is well to provide all windows with suitable hangings, which pull across the openings at night, thereby eliminating roll shades which are usually out of order and are always at different levels, which nat-

usually makes the house look unkempt and disorderly from the street. Hangings should be full anyway, to get their full decorative value, so why not let them be useful as well as ornamental?

Paint is more satisfactory and practical for walls and ceilings than wall paper.

If there are pictures, it is better to have a few good ones than to have the walls covered with mediocre ones. Trophies and other similar things can be taken care of in the library.

28. Very recently we sent out a questionnaire to college deans, where our member fraternities have chapters, asking them for the following information:

What regulations have you as to costs or other features of fraternity houses?

Many of the college deans have given us most promptly the following very interesting information:

Out of 59 answers, 49 advise us that they have no regulations as to costs or other features.

In one college, fraternities are just a unit of the dormitories and are subject to the same supervision and inspection as the other students.

One college sets the maximum cost complete at \$60,000, architecture and financing to meet approval of Board of Education.

Another sets minimum cost at \$40,000 and maximum at \$60,000.

In four colleges, while there is no limit to cost, the architecture must meet approval of Buildings and Grounds Committee of the Trustees.

Two have no fraternity houses at all.

One college permits "lodges" only.

A college in Texas limits cost to \$20,000; another sets a limit of \$80,000.

Another sets costs at from \$15,000 to \$25,000. However "lodges" only are permitted, so men do not live in them.

Designs must meet approval of president and his architect in one college and must be in stone Collegiate Gothic style, to harmonize with college buildings. Also must be in narrow units, not more than 20 feet wide, with a roof pitch of exactly 52 degrees.

29. The other question was: What house rules are imposed by the college?

Out of 59 answers, 44 advised us that no special house rules are imposed by the college.

Many deans advised that fraternities are able to manage their own affairs and past experience has shown that in only exceptional cases has it been necessary to interpose any advice.

Four have rather elaborate general rules on social and housing matters.

Five have same rules as hold for dormitories—no liquor, gambling or entrance of women, except with proper chaperonage.

One has no rules whatever, and keeps hands off, except to prescribe just how many parties shall be held a year and under what conditions.

In another college, women guests are not permitted, except when accompanied by a chaperon. Dances only when details meet approval of the dean.

One college contemplating making rules and regulations but has none at present.

In one case, freshmen and sophomores must live in dormitories. Juniors and seniors, however, are expected to live in chapter houses. This rule would of course cut down investment in chapter houses substantially.

House mothers are required in one college. Women not admitted except on Friday and Sunday nights and house mother must be present.

All fraternities are assigned to divisions in dormitories owned by college in another case.

At one university where chapter houses are the custom, two of the fraternities are considering building college dormitory units for the use of their chapters.

One college does not have any chapter houses on the campus.

30. Used, Unused and Normal Capacities of Fraternity Houses. Regarding the matter of used, unused and normal capacities of fraternity houses, including four local fraternities at a large Midwestern university (which is probably rather typical), I have before me a very interesting confidential report, which discloses the following facts:

For the spring quarter of 1930, in 35 houses, only two are above normal capacity (114% and 112%), while the average shows 86% occupancy. Only two are 100% occupied. One has 58% occupancy, the next 64%, the next 79%, and fourth and fifth 80%.

In a similar report for the winter quarter of 1930, the average number of members is 20. However, this report does not include any freshmen. The memberships range from 9 up to 33. The smallest number of sophomores is 1 and the largest 13. The smallest number of juniors is 1 and the largest 26. The smallest number of seniors is 3 and the largest 19.

31. Size of Chapter Houses. It would appear from these reports that the capacities of most of our chapter houses could be decreased about 15 per cent, which either would cut down the initial investment, or make it possible to provide more comfortable and livable houses, and probably eliminate the undesirable dormitory system, all of which should result in better men and scholarship, both of which would be most desirable steps in the right direction.

The Association adjourned to meet at a dinner at the Mountain Inn at which President Futrall was host. After dinner the following address was delivered by Dean Stanley Coulter.

**THE UNIVERSITY ATMOSPHERE OR UNCONSCIOUS EDUCATION**  
By Dean Stanley Coulter

Mr. Chairman: I can perhaps best express my recognition of the

compliment of being invited to speak upon this occasion by interrupting the pleasure of the evening for a very brief time. Some one has said that no device has ever been invented for shortening an after dinner speech, but that person did not have his wife sitting next to him at the table.

We are apt to overestimate the educational importance of professors and curricula, laboratories and libraries, all the multitudinous paraphernalia of a modern university. The reaction of students to these mechanisms in terms of percentage is taken as representing the full measure of what the university is able to do for him educationally.

Upon these same percentages we group our students into upper thirds and medians, etc., and often mourn because we do not have better material with which to work.

Apparently we are not completely emancipated from the thought that education is a body of knowledge, so precisely delimited that it can be evaluated in this crass and obsolescent fashion.

It may be that Osler was right when he suggested that "after all education is a subtle, slowly wrought change, due to the influence of externals; the written words of the great minds of all ages, the harmonies and beauties of nature and art, the lives of our fellows, good or ill—these, he says, and these alone educate us and mould the developing mind.

As I look back over my years of university service and consider the lives of thousands of students with whom I have come into fairly intimate contact, I am more and more impressed with the vast importance of the university atmosphere and the unconscious educational values it develops in the growing mind when the student enters the university, whether he came from a large city or a rural community he is provincial; provincial in his measure of values, in his outlook upon the world, at once he finds himself in a large world. He comes into touch with folk from almost every state in the Union and from many foreign lands. These new contacts reveal to him different backgrounds, different outlooks upon life, different ideals and ambitions, in fact, day by day, unconsciously but none the less certainly he is becoming cosmopolitan. As a result he begins to realize that if he adjusts himself to this new and larger world he must revise his measure of values. So in this university atmosphere he finds himself growing, losing the intolerance of the provincial and attaining the broad catholicism as to purpose and effort and achievement of the cosmopolitan.

Not only does he find himself in a new and larger world because of contacts with his fellows, but also because he finds himself daily in the presence of a vast number of fields of human endeavor. Each day he is confronted with problems of which he had never dreamed. Some of these appeal to him directly as promising to open new highways of progress. In others he sees little of significance and wonders perhaps at the enthusiasm of the workers, but his wonder becomes interest and his interest a desire to know. Unconsciously he is developing an attitude of mind in the presence of facts and beginning to feel a thrilling desire for achieve-

ment. It may show itself in his work in the class room but the "subtle, slowly wrought change" has begun.

New measures of value come to him as he measures the men about him and watches them in action. In the language of President Tucker, he is learning to distinguish a real man from a tin-horn sport; good work from bad work; honest work from dishonest work. He may not recognize the fact that any change is being wrought in his sense of values yet none the less certainly do his valuations of purpose and character and effort change. Nothing he can receive in laboratory or lecture will be of such constant value to him in his after life as this unconsciously acquired measure of true values.

He may not show it in his daily contact with instructors, but he does gain a knowledge of the value of work. Wherever he turns in university life its rewards are given to the workers; the athlete who makes the varsity, whatever his natural aptitudes has a record of close training and faithful practice. His fellow classmate who makes the "honor societies" has won the coveted distinction not by luck, not because he is a good fellow, but through work. He may idle his university days away, but he knows that in the end his success will be determined by his capacity for work. No student is so dull that this lesson of the high value of work is not acquired. He very quickly correlates conditions and failures and dismissals with lack of development of the power to work. He may himself fail, but the lesson will be emphasized because of his failure. Do what he will he cannot escape this lesson that is almost hourly brought to his attention in the career of those about him.

These lessons of which I have spoken, which have come to the student unconsciously have led him in a somewhat vague way, to begin to wonder how he fits into the scheme of things in this great world of great problems which has opened before him. He begins to think. Woodrow Wilson once defined a university as "a place where thinking was discouraged." I have known individual professors who discouraged thought. I have even known faculty regulations to discourage thought, but the university atmosphere, the university life always stimulates thinking. The student may not seem to think mathematically or chemically when under our tutelage, but he is thinking in terms of life.

Equally unconsciously there comes to him the thought that in some way he must adjust himself to this puzzling intricate thing called life, through work, and this means continuous thought, sometimes almost agonizing thought. There are choices to be made, opportunities to be weighed one against the other, decisions must be reached, decisions which may determine the whole course of his life. Is it any wonder that at times he is unresponsive and distraught in our classes. It may well be due to the intensity of his thinking upon lines which to him are vital. This power of continuous and intense thought is infinitely more apt to be developed out of his surroundings and personal problems, than out of our formal teachings and this power of continuous and intense thought is an educational value of the highest importance.

Out of this welter of stimuli impinging upon him from all sides the student develops character or at least gains a clear notion that character is the only coin universally current. Of course it is not yet consolidated, the cartilages are not yet fully ossified but the outlines of the character are fairly indicated and the foundation laid. How determinative think you in the development of character and personality have our formal instructions been? Yet if a university has any function it is to release personality.

So much for the educative value of the university atmosphere.

From his association with others our neophyte learns much not contained in books. He receives training in loyalties, stimulus to endeavor, social amenities, a thousand and one things that go to make contacts with others effective and pleasant. He also is given training that leads to a becoming modesty. At times these associations with his intimates may apparently work to his harm, but even then he learns through his mistakes. In passing, is it not possible that as Deans of Men we at times make the mistake of keeping students from receiving educational values from their own mistakes? We hedge them about with restrictions and "thou shalt nots" thinking to protect them from physical or mental or spiritual harm. Too often we forget that a sturdy character, a virile personality is not the result of a protected life; it is more often the result of struggles and defeats, of mistakes manifold, but of ultimate victory.

Life is a great adventure, but it must be undertaken alone. Life may be a joyous adventure but it is an infinitely lonely one in its supreme moments. Character and personality can not be imparted, but must be wrought out individually.

A worthy life, a compelling personality, a character all compact of the fine integrities and purities of life—this should be the end product of our educational institutions. Given these, and all lesser things will be added unto them.

These lesser things of body and mind we may impart didactically, but the supreme things cannot be so transmitted.

It clothes us with modesty perhaps, to realize that after all the unconscious education of the university may have a higher value than those that can be attributed to our well meant labors. But knowledge is not abiding; what is learned, may be, almost certainly will be forgotten, that which abides will be an attitude of mind eager for the best, character, personality, all the products of unconscious education. Is our wisdom always wise?

O world thou chooseth not the better part;  
It is not wisdom to be only wise  
And on the inner senses close the eyes,  
But it is wisdom to believe the heart.  
Columbus found a world and had no chart  
Save one that faith deciphered in the skies;  
To trust his soul's invincible surmise,  
That was his science and his only art.



### THIRD SESSION

The Association was called to order Friday morning at 9 a. m. by the President.

Armstrong: The next paper is on "The Dean of Men as a Constructive Factor on the Campus" by Dean Edward E. Nicholson.

#### THE DEAN OF MEN AS A CONSTRUCTIVE FACTOR ON THE CAMPUS

By Dean Edward E. Nicholson

If the question, Is your Dean of Men a constructive factor on your campus, was asked of the presidents of the land grant colleges, with their reasons, their answers would resemble their replies to the question, What are your requirements for the position of Dean of Men, which was asked them in a questionnaire sent to all land grant colleges some time ago as one of the steps in a national survey of those colleges. Nine of the answers out of forty-nine were to the effect that there were no requirements. The rest of the replies represented a wide range in requirements, climaxing it seemed to me in the following: "Must be a superman in the academic world, should have all of the qualities of the "best" professionally. Personally he must be a combination of a Sherlock Holmes and an angel of mercy."

Many presidents in their replies to the questionnaire mentioned have indicated what qualities their dean should possess in order to be successful or, in other words, to be a constructive factor on their campus. In the cases where there are no requirements, the position should be much sought after by those desiring a life of ease and little worry.

In most of the colleges the presidents have set up certain qualities as requirements for the position in their institution. As a rule we would agree with them as to the necessity for the qualities of fairness, justness, sympathy and a liking and understanding of students. Possessing these qualities, how is one to put them to work in such a way as to produce the most constructive results for students and institution?

I believe that by a wise building up of student activities there may be created the broadest and most far-reaching opportunities for constructive work, constructive directly for the student and directly for the college. In this development will come opportunities without number for the display and exercise of every conceivable good quality desired of a dean of men or a dean of student affairs. It will bring in increasing number opportunities for personnel and vocational advising and discussions of personal problems.

What are these activities? Grouping them, they are: Student government (a better term is co-operative government), that is, co-operation of faculty and students, publications, dramatics, social life and intramural athletics. Do these activities or can they bring to the college any values which will assist the student and the college in more completely

fulfilling the purpose of the college course? With the faculties, at least in the past, there has been no idea that the activities did or could make contributions to the curricular values. Their attitude has been one of toleration of a children's play life, forced upon them, to the detriment of the true purpose of the college. As I see it, the true purpose of the college is to so equip their men and women that they may be able to use their knowledge and training in the service of the communities in which they will live, as constructive teachers in thought and action, that they may be able to meet responsibility, that they may have and use initiative and that they may be able to work understandingly and efficiently with others.

The fact that there is no provision for the development of those qualities needed for the full use of the curriculum knowledge, the qualities of self-direction of leadership, initiative and co-operation in the usual college curriculum, is recognized by faculties as is shown by the many devices such as honor courses, project methods, independent research assignments for upper classmen, tutorial systems and many others that are being tried in the hope of making the curriculum serve its purpose more fully.

As a matter of fact every one of our colleges today has at hand existing classrooms and laboratories organized by students and now giving work which will furnish a training such as will develop those qualities necessary to supplement the curricular values and make possible their most efficient use. The college activities are the student laboratories and they can fill an important need in the college today. They are worthy of recognition in the college educational program. Recognition of their value is developing slowly, more rapidly by business than by the college.

Here is an opportunity for the dean to exercise all of his tact, sympathy and understanding and friendship in assisting and guiding these instinctive attempts to find outlets for self-expression, to assume responsibility and to think constructively, that they may be developed along the lines of community service not of self-glorification and profit.

He must try and create understanding, but first correct much misunderstanding of these activities in the minds of faculties and the public. First and most important of these misunderstandings is that these activities are created by and for those students who are not interested in and are unsuccessful in the curricular training offered by the college. Little study has been given to the relation of these activities to the curricular work. I wish to quote from one such study, "Extra-curricular Activities at the University of Minnesota," by F. Stuart Chapin. Quoting from some of the conclusions drawn from this study:

"The distinction between prominent and honor students as leaders is really between the non-popular and the more intellectual leaders. The average prominent student engages in three different campus activities as compared with the one campus activity in which the 'average student' participates. The honor students better this record, as four for

men and five for women represents the average number of campus activities in which the honor students take part.

"First, those not participating in any campus activity; second, those in two or three campus activities, and third, those in five or more activities. We find that the most active group shows a higher academic achievement than those in the other two groups. Moreover, there is a steady but slight gain in the honor point ratio from the inactive to the medium active, to the most active men and women engaged in campus activities."

If we recognize these activities as possessing educational value supplementing the curricular values thus having a definite place in the general educational program, how shall we proceed?

We must recognize that these activities are not merely an outlet for the energy of the non-academically minded student, that they can make a real contribution to the educational program and that real success will depend upon real co-operation by dean or faculty with the students.

Co-operation will be in my judgment the real basis of success. How is this to be attained?

I. All must work with a full understanding each of what the other is trying to do.

II. Those charged with this work must have a sincere and self-honest interest in the students and what they are trying to do, not merely an official interest. They must be capable of real pride in student achievement.

III. It must be recognized that students, like faculty, will make errors in judgment and that from these errors there are greater lessons to be learned than from successes.

IV. That unofficial relations are the strongest, though there must be a real appreciation of the responsibility of the institution to those people who support it and that it cannot be waived though it may be delegated.

V. That in discussing with students their activities or when sitting with them on their boards, it should be as one of them with the same rights and privileges. We should sell our ideas and if not successful, support the student idea unless it means consequences which would be a menace to the welfare of all.

This represents my idea of co-operation. It is the basis on which will be built the greatest success, a success based on friendship, loyalty and understanding resulting in service for the betterment of all.

There was no formal discussion but acting on the suggestion of Chairman Armstrong there was an informal discussion during the recess of then minutes.

Armstrong: We shall now hear "What Makes a Dean of Men Acceptable To His Students?" by Dean D. H. Gardner.

#### WHAT MAKES A DEAN OF MEN ACCEPTABLE TO STUDENTS?

By Dean D. H. Gardner

In assigning such a subject to me, our chairman no doubt based his hopes of success upon that old saying, "Fools rush in where angels fear to tread." After considering the matter for some time, I decided to

take the risk and have faith in that epigram accredited to Bismarck, "There is a special Providence for fool's drunkards and Americans." Since some people would classify me under two of those headings, you may be able to understand why I agreed to try to answer such a difficult question as this.

Having a natural aversion to questionnaires engendered no doubt by being called upon to answer many of them, I decided to set down merely my own humble opinions when I heard this story. The New York public library maintains a large checkroom for the convenience of its patrons. During the day hundreds of people who come to the library to do research work find the checkroom a great accommodation to dispose of their wraps and parcels. Soon the great commuting public became aware of this and instead of checking their belongings in the Grand Central Station where the fee is a dime, they used the library's free checkroom. This naturally entailed a real hardship on the library's checking attendant, an elderly gentleman, who finally tacked up a placard reading as follows: "This checkroom was established for those seeking knowledge; not for those already wise."

Appreciating that my position was certainly with the former group, I dispatched a letter to representative students at about fifty colleges and universities. The replies were not only prompt, but also displayed a tremendous interest and acumen. It would be very engaging to read extracts from these letters, certainly it would be amusing. However, a correlation and summation of these opinions, plus certain additions, will be more to the point, no doubt.

These comments gave me the impression that my fear of the magnitude and difficulty of this topic was entirely false. As a matter of fact, this question is easily answered. Simply replace all Deans and Advisers of Men by either a saint or some divine individual. I gathered that St. Peter and St. Paul were the most likely candidates. Taking into account the natural desires and ambitions of all of us, I doubt if any aspire to quite such a high goal.

Therefore, let us stoop to the realm of mere men and study a few of the attributes which make a dean of men acceptable to the students. Please note that the term "acceptable" is used. It seems that such a premise will stand the shock better than loved, adored, regarded with affection, admired, etc. This is apparent if one considers the fact that co-operation and support from the students are the essential elements in college administration, and not a good-natured condescension based on personal adoration.

We may regard all problems, good, bad, and indifferent, with which our offices have to deal, as arising from the individual. He is the source of the difficulty as well as the means of solving it. Hence, the dean should be an individualist in the broadest meaning of the term. I keenly appreciate that the duties of this type of college administrator have never been clearly defined, but at least the principle is established that he is to aid the students. This aid may be to solve a moral, aca-

demic, or social difficulty, but it stands that whatever may be the theoretical purpose for this office, he must work, operate and serve through the single, personable student whether his campus includes one hundred or ten thousand men. The contacts developing from that student are the essential foundations upon which an administrator must base his solution of the single or group problems. His understanding or interpretation of the evident, present crisis is dependent upon his knowledge of the person or persons involved. This is true, not only of a problem necessitating corrective measures, but also in any constructive work. Though the size of a student body may call for forms and methods of what may be termed indirect contacts, such as fraternities, assistants, personnel offices, etc., nevertheless it is essentially the dean's place to know and understand his students as individuals.

Accepting the fact that a dean must embrace the individualistic attitude, the next attribute desired generally by students appears to be an ability to sympathetically understand their attitude. In the words of one correspondent, "Although students in college are but children, they rebel at being treated as such. A dean should meet his students squarely on their level. However trivial, asinine and childish their actions seem to him, he should regard them as important because the students do so!" It is true that deans should never grow old. We are constantly cautioned to "stay young." Our ability to understand the young man's actions as a contemporary is in my opinion the essential characteristic upon which we may rear all other qualities; for a lack of knowledge of the basic elements of a problem bars the way to correct solution of it. The student is our problem; hence we must associate with him and keep in touch with the everchanging life of today. Apparently, students would have us be good poker players, golfers, dancers, hikers, etc.—good fellows, as it were, but they hasten to caution us that "familiarity breeds contempt."

Society is not static, but ever changing, ever developing. The environment, customs and morals of the world as well as the campus alter constantly. It is our business to keep up with these variations in order that we may grasp the motives and desires which lie at the root of student perplexities.

This element of sympathetic understanding leads easily to the next—a forceful personality. I think that it is a tribute to the personality of our students that they did not try categorically to define a successful personality. Several analogies were given and the following extract may give a general idea of what they had in mind: "It is that personality which in a woman makes her exceedingly attractive, lovely and sweet. In men it makes them well liked and gives them a wide circle of friends. Sincerely, John Blank. P. S.: You might deduce from the above that I'm in love. Well, I am, and she's a peach." At least, deans may deduce from this student's letter that there are some people who do have this indefinable thing known as a forceful personality.

A factor of considerable interest to me, personally, was that all my

correspondents were convinced that the dean of men should really lead his student body, at least direct their actions. This leadership is not the type of a general in the field, but I say, of the "Colonel House" variety. That is unofficial, for, as we all know, a policy of dictation is a quick road to failure when dealing with students. As the unofficial leader of the student group, idealism of the highest type is necessary. "To me a dean of men must always portray the highest moral, ethical and mental ideas," writes a student, and continues to say, "My dean is damned in my eyes because he fails to practice what he preaches." Even taking into consideration that the college environment is quite ideal and offers a Utopian outlook on life, can any of us hope to succeed with the younger generation if we do not practice what we preach?

We are all hero worshippers, and young men are particularly affected with this human desire to set up idols in the different fields of thought and action. In my brief experience and from this correspondence, I gather that it is more often the rule than the exception that the dean of men occupies the position of a moral and ethical symbol. At least, to use an old army expression, the men "guide" on us. Let us not forget that line of Emerson's, "Each man is an oracle and a hero to somebody." We may fail to hold high enough ideals (most men do, but those which we teach should receive our wholehearted, personal belief and support. We should bear in mind, too, the fact that actions speak louder than words. It is no easy task, gentlemen, to be a good fellow and yet cling to high principles; but it must be done if our type of work is to succeed.

Sincerity and frankness are so closely allied that it is unnecessary to distinguish them. It was evident from the student letters that they desire a dean of men to be frank with them though the phrase "above board" used by some might be given a different interpretation. No veiled opinions of their ability are desired apparently, though some suggested that in dealing with organizations in particular, tact and diplomacy may accomplish more.

It is in the interpretation of these characteristics that the greatest conflict appears between the administrator and the student. It is no doubt improbable that either side will understand clearly the attitude of the other. Let us take a situation described by one of the students, which usually causes this misunderstanding. A student in the course of a discussion relative to his activities tells his dean of a certain matter which probably is at the root of the entire difficulty. The dean aids in solving the problem, meeting the student on the same level of frankness. An agreement is reached by which the matter is handled, and then—the deluge. The dean discovers that the student has been disobeying a rule or regulation; the penalty is set down and the question in point is, "Shall the dean of men administer the penalty or turn the problem over to a committee which will and ipso facto become a disciplinarian?" It is not my intention to enter into a discussion relative to the powers and duties of a dean's position, but to cast some dim light on the mat-

ter from the students' viewpoint. My letters show that they do not feel that they should be excused from receiving their just deserts, but these critics of ours for the moment emphatically state that their confidences at least should not be treated so arbitrarily, if the dean of men is to give them constructive aid. To quote from one letter, "Binding a dean of men by a code of disciplinary laws cuts down his efficiency. For how are we to be expected to lay our problems before him if we think that we have, wittingly or unwittingly, committed some infraction of the law!" Do not, for the moment, think that the students feel they should not be given the penalty of the law. The point in their argument is that the dean of men should be in no way connected with the case as prosecutor, witness or judge. However, it does seem acceptable to some that a dean of men should have complete control over all so-called discipline, but that he should exercise his judgment in applying the penalty, and should not be bound by any code or body of laws.

Accepting their premise of a dean of men as an individualist, we may be able to understand this apparent paradox. The feeling that certain cases should be treated differently from others is apparently the motive of this belief. This type of student is doubtless in the minority, though.

This aspect of the problem, labeling the dean as a disciplinarian, touches us all, I am sure, for we all want to help our young men and try to aid them in every possible way. If our offices are to be regarded as police courts and not that peculiar combination of a "confessional" and a relief bureau, we can not expect to "reach first base" as the quaint patois of today expresses it. One student from the East seems to phrase this campus sentiment when he says, "Mr. Dean, do not be a legislator, detective or executioner to us, but rather a father and a brother." Possibly there is no way that the student may be able to see that deans are sincere and frank because they cannot see "over the fence;" nevertheless, that problem exists and is a great barrier to the goal—bringing the adviser and student closer together.

I mentioned before that some students are quite willing to put themselves in the hands of the individual dean for punishment for any offense, public or private. The reason for this is that students have a fundamental belief in the fairness or squareness of this administrator. Though these very individuals might not admit it when placed in the position of having committed some wrongdoing or when appealing for aid for their specific enterprise, nevertheless, they do realize that if a dean is fair, in the end he will mete out justice which will be for the good of all.

The phrase that "My dean is a square-shooter" appeared in many letters and seems, in the language of the day, to express very clearly a quality eagerly sought by all connected with academic work. Again, let me say that this question of dividing disciplinary power may seem like only beautiful theory and that the practice may be improbable because the dean has an administrative viewpoint which necessitates a broader academic consideration. However, there must be a happy med-

ium, and to find that path of fairness to both sides in the middle of a morass of facts, faculty prejudices, opinions, and administrative policies is probably the most difficult practical problem facing the most of us. The German proverb, "Gesinde Macht ist Gross" may contain the solution.

History tells us of many nations falling or passing through severe crises because governments and peoples have been intolerant. Broad-mindedness has marked the really great successes of the world. Choose the countries or the men which have succeeded and you will find tolerance written across them. Particularly has this quality been demonstrated by men whose power and control has been of the greatest. Frederick was Great because he demonstrated his freedom from bigotry. Lincoln treated the South as he did because he understood her problems. That is one of the greatest demonstrations of this capacity for endurance when one considers how he had suffered by this severance of the Union. We need to be broadminded today with the modern students, and to tolerate their idiosyncrasies.

Closely allied with this factor is the following statement from a campus scribe, "Job should have nothing on a dean of men." It is not hard to gather that a patient dean would be very acceptable to this young man. One student remarks that he feels that his dean will not even listen to him long enough so that the problem may be explained, let alone taking sufficient time to reach a fair conclusion. Looking at this from the other side, we can easily understand why the student gets that impression when the amount of work done by most of us is considered. There is truth in the fact, though, that even creating the atmosphere of impatience is detrimental to an efficacious handling of student difficulties.

One of the presidents of the United States once said, "If I couldn't laugh or tell a funny story, I should go mad." His enemies remarked that he too often saw the humorous side of things. And yet, this very attribute enabled that great executive to handle many difficult problems efficiently and easily, and to become a great man in the minds of all. Our students don't like bores or fools, but they want us to see the pleasant side of things. A sense of humor may not only save us personal travail, but aid tremendously in our work. Possibly, the lines of Goldsmith are pertinent:

"For thy sake I admit

A Scot may have humor, I almost said wit."

Profound knowledge of many fields of thought, academic subjects, or matters of the business world are beyond the reach of most men. On the other hand, a dilettante is not regarded very favorably. Somewhere between exists a place where the dean of men must establish himself, if he wishes to operate to the satisfaction of all. Intelligence does not necessitate a complete grasp of a subject, but does include an ability to understand matters clearly.

Certain campus critics wish us to possess a readiness of comprehension and an entree at least, into many things beyond the usual interests,



at least of the average faculty member. In the normal day a dean of men may have to answer such question as: "Why is freshman math. more difficult for Tom than for Jim?". Will Shakespeare help me when I go into advertising?" "John is suffering from an inferiority complex and may become a paranoiac. What course do you wish followed?" "If I transfer, can I play football under the Association rules?" and so on ad infinitum. This ability to aid and advise, based upon more than a superficial knowledge of many subjects, is an adjunct of the accomplished administrator.

Some of the students who so kindly aided by giving their opinions discussed the problem of courage in several different ways, particularly interesting was the belief in the dean as a fighting man. This student viewpoint, though tinged with language which gave an impression of the Marquis of Queensbury rules was based upon the idea of moral courage. "He must be a fighter, having ability to push his plans through to a conclusion, and to stand firmly by his policies." This statement might seem contradictory if one does not take into account the fact that this same student bases his entire statement upon the elemental fairness and intelligence of his dean. Students, in general, do concede much to an experienced man, and though they frequently react in an irate fashion, in the end they accept the decision of a man who has a wealth of moral courage.

These enumerations might continue almost indefinitely including such things as being a good public speaker, a fraternity man, a good dresser, being accessible to all, convincing, etc. As noted before, it would seem that a dean must have all the attributes of the perfect man to meet the students' wishes. But I feel that we will serve our institutions, our students, and society if we follow the thoughts of the poet who said:

"A little braver when the skies are grey,  
A little stronger when the road seems long,  
A little more patience through the day,  
And not so quick to magnify a wrong.

"A little kinder both of thought and deed,  
A little gentler with the young and weak,  
Swifter to sense another's pressing need,  
And not so fast the hurtful phrase to speak.

"These are my goals — not flung beyond my power,  
Not dreams of glory, beautiful but vain,  
Not the great heights where buds of genius flower,  
But simple splendors which I ought to gain.

"These I can do from day to day  
Along the humble pathway where I plod,  
So that at last when I am called away,  
I need not make apologies to God."

Massey: When I have failed in any particular task connected with my office I have tried to think out the cause of failure. I have usually

found that I have taken myself too seriously. We have two boys in our home, one 19 and one 16. One morning at breakfast, Mrs. Massey and I were unconsciously trying to get over to them that we were a little above the ordinary in our youth, so I told what I did when I was a boy and she told what she did when she was a girl. We kept this up for some time when the younger of the boys looked across the table with a twinkle in his eye and said, "Jim, when I get old, I'm going to tell my children what I did whether I did it or not." That is how the students feel toward us unless we are very careful. Another thing absolutely necessary in the life of a Dean of Men is that he should never appear to be shocked at anything students tell him. We must never forget that our chief duty is to sit silently by and permit students to say what they will until they are entirely through. Just the minute that students feel that we are shocked and cannot understand their viewpoint, then every avenue to that student's inner-feeling is closed, but if we will have them understand that every problem they are facing now, we had to face at their age, and that we had to meet every passion that surges through their lives now just as they are meeting them, there would be very little difficulty in getting over our point of view to them. Sometimes a student is so sensitive to the finer things of life that he will be horribly shocked at something he has done. He may even consider dropping out of school and giving up. A word from a sane man in a moment like that, who can truthfully say that he has passed through the same experiences and came out of it all right, may save the lad. Of course the problems in all institutions are practically the same. They must be handled differently because institutions range all the way from 500 to 10,000 men. My feeling is that no Dean of Men can succeed who is literally bound tight and fast by institutional regulations. I do not believe that any rule was ever made that should not be broken to save an individual. And then I think the Deans of Men work too hard, that is, they put in too much time on details. I get into my office before 8 o'clock every day and do not leave until 5 or after. When the day's work is done, I am literally worn out. Institutions need to learn that Deans of Men must be physically strong and mentally alert before they can be acceptable. When a Dean of Men uses his office to abuse people, he should be forever excused from services in that institution. This is exactly what happens when these men are literally worn out from overwork.

Dirks: In looking over our college annual the other day I discovered a statement about me to the effect that the reason a dean is successful in solving the problems of the men is because he has experienced them himself. A meaning is conveyed there which is certainly not intended—I hope so at least—for I should not want the credit for having personally experienced every problem which confronts me as dean. The statement does suggest, however, that a dean of men is given credit for being familiar with a lot of things about the school, and consequently many matters are referred to him for final decision, and perhaps rightly so. The main thing is to see that these extra duties do not crowd out the

primary purpose of his office, namely, the personal work with the men. I do not think this problem is entirely peculiar to the dean of men's office. Every other administrator in the institution would probably feel the same about it.

Vance: If we call students to account we should undertake to do it in a kindly way. No one enjoys being reprimanded. I was made conscious of this fact a few weeks ago when I halted my car for a few minutes on one of the main streets of my home town. The policeman's gruff voice and harsh command "Move on" was doubtless deserved but it made me feel uncomfortable and somewhat resentful. I suppose students often react in a similar way.

Smith of Illinois: A Dean of Men's office many times gets a reputation on some of the minor functions which it does or does not perform. In every university there is always a certain amount of red tape which takes a great deal of time and which every freshman must go through. There are certain established ways that a student can change a course, take additional hours, drop a course, be excused from physical education, etc. It is unfortunate that many university officials do not know the mechanical means for doing these things. The instructor will send the boy to the business office, which in turn will direct him to the armory, or the registrar's office, and so on. The office of the Dean of Men should have a reputation for being at least one place on the campus where a person can find out what he wants to know. It should be a practice that information which is given out should always be correct.

Another very important item in the work of the Dean of Men is being available to students. I appreciate the reference to the Dean of Men being overworked, but the only way is to give him sufficient assistants. A Dean of Men must be available to students in case of necessity at any time—day or night.

I have one more remark to make. There was recently an editorial in one of the Big Ten dailies commenting on the Dean of Men who is able to make decisions. In most instances, a man must make up his mind rapidly and not be afraid to say yes or no. Nothing is more disgusting to students than the man who is always giving a qualified or evasive answer, or one who always tries to pass the "buck" to some one else.

Gardner: Dean Masey spoke of violating confidence. 'May I again emphasize this point: I felt from some of these letters that apparently some of us do not know a confidence when we hear it. Many things appear trivial to us, but really are big problems to the boy at the time, and I gather that some Deans of Men rather broadcast this confidence unwittingly.

It is my thought that you can not get the student into your office if he knows that what goes on between you and the student is to be carried on as a problem of discipline. Several students offer this criticism—that the Dean of Men should be "close mouthed," and personally, I believe that we should respect student confidence very highly.

Smiley: With all due respect to Dean Massey, I beg to take issue

with one of his statements. We all like to quote "Nothing is that has not been," but we don't believe it. When most of you were in college you lived in a world vastly unlike that in which our students now move. I do not refer alone to the radio and the ubiquitous automobile; I am thinking rather of the then potent conventions, of the disapproval of what is now tolerated, of the standards which have since crumbled and have not yet been replaced. I think that the students with whom we are dealing have to face real and gigantic problems that we did not know. What shall we do with the 24 hours each day? Troubled and troublesome men students keep me behind closed doors while other men are waiting in the outer office, and frequently those who are waiting are the men whom I could help while those who take the most time are those least likely to accomplish much. When it is purely a question of time, too many of us are beguiled by the romantic vision of salvaging the derelict, guiding the poor student and saving his soul, while the better than ordinary student is waiting till his patience is exhausted, or foraying into accidental bypaths, because he does not receive assistance, or suggestion, or encouragement when he needs it.

Lancaster of Alabama: I have not had very much to say in this meeting up to the present time, perhaps because I have been illustrating one quality essential to Deans of Men, that of being good listeners. Recently a student brought to my office a problem that belonged to another member of the faculty. I asked why he did not take it to Prof. ——. He replied, "I can't talk to him. He considers my case as merely one of a thousand others and gives the answer before I have had a chance to state my position." Now this professor is a splendid man, but I thought I knew just what the student meant when he said to me, "you give me a chance to talk to you. You will listen to me and attempt to decide this particular case on its merits." I agree with Dean Smith that it is necessary to make a decision, but I believe that we must also be good listeners to be good Deans of Men.

Armstrong: I should like now to hear from members desiring to present invitations to this conference to be their guests for our meeting next year.

Massey: I have hesitated somewhat about repeating my invitation to hold the next meeting in Knoxville because some of the Deans have said that they would not vote for Knoxville unless I bought a box of cigars. Evidently I forgot this. I wish, however, to invite you to Knoxville next year. And along with the invitation I promise you can purchase as many boxes of cigars as you want at a fairly reasonable price. If you come to Knoxville, I think it would be advisable to go about 50 miles from Knoxville where you can get comfortable lodging, good eats, not cafeteria style. They will serve bowls heaped up and ask if you want any more. Roads are good. I shall make an earnest effort to furnish as good entertainment as Dean Ripley has here.

Miller: I have been instructed to bring a message from the Western Association of Deans and Advisors of Men. We held our annual

meeting at the University of California at Los Angeles last Friday and Saturday.

I was instructed to remind this association that we have an understanding between the two associations according to which the meeting of the National Association is to be held once every four years at a location far enough west so that the men of the Western Association will be able to attend.

If we carry out this arrangement the meeting in 1932 should be in the west, and I wish to invite you to hold your meeting at that time at the University of California at Los Angeles.

Armstrong: Have you appointed a place to meet for next year?

Miller: We are to go to St. Marys, just out of San Francisco. The year after we will meet at the University of California at Los Angeles. Every four years we desire to meet with the National Association of Deans of Men.

Armstrong: Our understanding was that it was to be that way this year. We left the Boulder meeting with the understanding that our meeting was to be held at a western point in another two years so that the western deans could meet with us. We came here to Fayetteville with that understanding. But when I corresponded with the President of your association I found that he had understood it was to be every fourth year.

Goodnight: Dean Shaw asked me to deliver an invitation for Iowa State College at Ames to meet there for next year. If you are planning to go to the far east or far west, it seems to me that the matter of budget is not an unimportant one. I think it would be well for that to be set far enough in advance to make allowance for it in our budgets.

## FOURTH SESSION

Friday, 2 p. m.

Armstrong: We will hear from Dean Miller on "Improving the Conduct and Management of Social Affairs."

### IMPROVING THE CONDUCT AND MANAGEMENT OF SOCIAL AFFAIRS

By Dean E. J. Miller

It is in accord with the best practices in scientific fields, when discussing any topic, to define one's terms, and it would be desirable perhaps that I should undertake to define proper conduct at social affairs.

I do not intend, however, to attempt such a difficult task. I merely mention the matter in order to call attention to the fact that should I attempt to define such terms, it would lead us into the intricacies of ethics, philosophy, religion, customs, traditions, psychology and sociology, and raise points upon which no two of us would fully agree.

It is difficult to define proper conduct because such an expression implies a standard by which conduct may be judged, and we have no generally accepted standards of conduct among our faculty, our students, or the parents of our students. We not only have greater variety in pre-

vailing standards of conduct, but we also have constant change. There is an evolutionary process which has always been going on, and which through the ages has kept the old folks shocked at the younger generation.

We believe, however, and have always proceeded upon the assumption that it is both proper and expedient for the University to adopt a policy based upon a conservative attitude and to expect of its students a more conservative standard of conduct than that which predominates in the community at large.

One fundamental principle upon which we have been acting in our effort to maintain satisfactory standards of conduct at social affairs and in all phases of University life, is that industrious and hard-working students very seldom cause trouble. In this connection, we are operating at the University of California at Los Angeles under very favorable conditions because of our high entrance requirements. While we have not, of course, adopted our system of admission requirements with any thought in mind about proper conduct of students, nevertheless, there is a definite relationship. We have had a relatively conservative standard of conduct among our students and I firmly believe that one important reason has been the fact that our admission requirements have been so strict that our students are almost all drawn from the highest twenty-five per cent of the high school graduates of the state on the basis of scholarship. Although this plays havoc with the athletic aspirations of coaches, students and alumni, this situation, nevertheless, is favorable for the Dean of Men. I am fully convinced that we have a much steadier, more industrious and serious minded group to work with than have those universities where all graduates of high schools are admitted.

As Dean of Men, I have always tried to follow what seemed to me to be a definitely constructive educational policy, rather than a negative policy of enforcing rules for good conduct, and I am convinced that many of the problems of the Dean of Men's Office can be greatly modified through the application of the principle referred to above, that industrious hard-working students seldom cause trouble.

My experience with fraternities has been so pronounced and consistent in this respect that I find difficulty in resisting the temptation to make generalizations. So far in my experience practically all the trouble that has come from fraternities has come from the fraternities in the lower twenty-five per cent in scholarship.

Following this line of approach to the Dean of Men's problems, I have been working hard to raise the scholarship of fraternity men. We are stimulating at great cost of time and effort the scholarship committees in the individual fraternities. The number of cups and prizes given is being increased. We are getting as much publicity as possible for scholarship achievements, and rivalry within houses and between fraternities is increasing. I made a study four years ago of the scholarship standings of various groups over a two-year period, and found that the fraternities were very low. Their scholarship aver-

age as a group was lower than that of the unorganized men, the athletes, the activity men in general, and lower than that of the men working their way through school. I presented these facts to our Interfraternity Council, which is a part of our system of student selfgovernment. The result was that the Interfraternity Council passed a rule which provides that any fraternity goes on probation if it falls below a certain designated average, which average is somewhat above the C standing required for graduation and varies from year to year. If any fraternity remains below the required average two consecutive semesters it loses its pledging privileges until it attains the required average.

The application of this rule has brought a pronounced improvement in the general tone of fraternity life. We have had conferences with the fraternity officers in which we have talked over methods of stimulating scholarship within the groups. The Interfraternity Council itself has a scholarship committee which has drawn up a summary of suggested ways of promoting scholarship within each fraternity. The result of such effort has been that study hours and general house rules have been better enforced and the scholarship of fraternity men has improved until this year their average as a group was well above that of non-fraternity men.

This situation also is resulting in the development of scholarship requirements for fraternity initiation and for continued membership within the individual fraternities, and is causing the fraternities to give more thought to the scholastic ability of prospective members. I believe that with continued help and systematic stimulation from my office much more can be accomplished along this line, and I am convinced that my past experience will be repeated, and that more industrious and hard-working fraternity men will cause less trouble of any kind. I will not only get a better type of leaders in charge of fraternities, but the very activities involved in this program of stimulating better scholarship develop a sense of responsibility on the part of these leaders.

There are a number of other developments which have taken place in connection with our educational policy, which while in no sense primarily sponsored in order to improve the general conduct of students, nevertheless have contributed to bring about a wholesome tone to the whole University life, because they are helping to remedy an undesirable condition which is quite general in American Universities. The condition to which I refer is that students have too much time to loaf, and standards of work are so low that frivolous-minded persons can remain in school and graduate.

In our effort to eliminate this condition we have been striving to create a sense of pride in very high scholastic standards on the part of the faculty; we have adopted methods to bring about adherence to our normal curve system of grading; we have given special attention to the elimination of snap courses from our curriculum; we have been increasing the value placed upon good teaching; and we are developing a plan

for encouraging capable students to carry more than the average load of school work.

In short, we are trying to develop a University to which only industrious and capable high school students are admitted, where standards of work are so high that only very capable and industrious students can remain and in which requirements are so adjusted as to demand an honest day's work every day from all students. The experience which we have had in this connection has convinced me that the problem of student conduct is very closely related to larger problems of educational policies.

A second fundamental principle upon which we have been proceeding in our approach to the problems of student conduct is the principle embodied in our system of student self-government.

I realize that many of the schools in the Middle West and the East have little confidence in student self-government, and in some cases have had very unsatisfactory experiences with it. The fact that we have had such excellent results from it may be in part due to the fact that our admission requirements result in our having a rather highly selected group of students to work with.

Our system of student self-government I shall describe very briefly. The organization known as the Associated Students is composed of all students who purchase the ten dollar dues card for the year. No person can belong to any student organization or participate in any extra-curricular activity without joining the Associated Students. This organization elects a President, a Vice President, a Men's Representative, and the chairman of the Student Welfare Board. The heart of the system is found in the Associated Student Council, composed of the President, the Vice President, the Men's Representative, the president of the Associated Women Students (a subsidiary organization), the president of the Women's Athletic Association, the chairman of the Men's Athletic Board, the chairman of the Dramatic Board, the chairman of the Publication Board, the chairman of the Forensic Board, the chairman of the Finance Board, the chairman of the Welfare Board, and the Dean of Men as the faculty representative. This council meets once every week and determines all policies in connection with student activities.

Although the Associated Students carry on a very real system of self-government, and transact a large amount of business involving a multitude of details, the Administration has never delegated final authority to the students on any subject and the Associated Students' Constitution states that the Director of the University can veto any action of the Student Council. This veto power has never been formally exercised, but as a result of a very active interest in student self-government on the part of the Dean of Men and the Dean of Women, we have built up a form of procedure which has worked out with a high degree of satisfaction to all concerned.

Our specific methods of dealing with the conduct of students at



social affairs operate upon the background of this system of student self-government, co-operating with the Administration.

The Student Welfare Board has definite responsibility for maintaining high standards of conduct. The rules adopted by the Associated Students require that all organizations giving social affairs must get permission from the Welfare Board; must file full information as to time and place with the Welfare Board and with the Dean of Women; must file with the Welfare Board and Dean of Women a statement containing the signature of a mature person, acceptable to all, who agrees to be sponsor for the affair and to be in attendance throughout the entire evening, and also the names of the members of the organization who have been appointed as the "floor committee," and who assume the responsibility of maintaining proper standards of conduct. The Dean of Women has done highly constructive work in this connection by having a talk with the student floor committee before each social event. This has been a very monotonous and time-consuming duty, but it has gained excellent results. In the case of major social events given by the men's organizations, the Dean of Men frequently sits in on such conferences.

After each social event, the sponsor fills out a report concerning the affair which is filed with the Dean of Women, and in order to make it difficult for any organization to give a social affair without going through this required procedure, the Student Welfare Board, co-operating with the Deans, makes a check of social events reported in the daily paper and a check of events held by students at the various country clubs, hotels, beach clubs, and similar places in the community. An effort is also made to get a report from the managers of these hotels or clubs as to the conduct of the students.

In case an organization should have a social affair at which the conduct was such as to call for disciplinary action, the procedure under student self-government would be for the Student Welfare Board to report the matter to either the Men's Student Affairs Committee or the Women's Student Affairs Committee, or to both. These two committees are judicial bodies. They would investigate the matter, and make a recommendation to the Administration as to the action which should be taken. If such recommendation was not acceptable to the Administration the final action taken would be the result of a conference between the student committee and faculty representatives.

In actual practice, however, there has been a tendency for the students to function quite efficiently in the work of taking measures to prevent undesirable conduct, but to lean heavily upon the Administration for support in taking disciplinary action against offenders. We have not objected to handling disciplinary cases which the students have expressed a desire to hand over to us.

We have also had a definite understanding that the privilege of student self-government is always the privilege to do something, and never the privilege to do nothing, and that the Administration will act

promptly if and when the students, having had the opportunity, fail to act.

Many people seem to feel that the most essential and valuable part of student self-government lies in the matter of disciplinary action. I believe, on the contrary, that this is a very minor part, that ninety per cent of the values of student self-government are realized in other ways, and that the extensive system of student government which we have greatly reduces the number of cases calling for disciplinary action.

Student self-government has failed in some places because the Administration assumed that things could be turned over to the students and the faculty could sit back and take life easy. On the contrary, successful student participation in the government of school activities demands more work on the part of the faculty, but also gets better results than does a system of faculty control.

There are many other phases of our efforts to develop wholesome conditions among the students. We have stimulated the faculty and the better type of local alumni members of organizations to become active in the supervision of fraternity and sorority life. We have had conferences each semester with the officers of fraternities and sororities, to urge them to realize and assume their responsibilities. The Deans themselves have assumed a heavy burden of attending major social events. We have limited the number of social affairs, and we have exercised supervision as to the number and character of new organizations permitted to come on the campus.

Time does not permit the further discussion of these points, and we may conclude by saying that, through a system of student self-government combined with a generous amount of faculty co-operation and direction, we have tried to gain our ends and at the same time have regard for the fact which President Elliot expressed so well when he said, "Here, as elsewhere, it is only in an atmosphere of liberty that one can develop the capacity for self-control and self-guidance and a sense of responsibility for one's conduct."

In this the discussion is as follows:

Park: Do you allow bachelors to sponsor these affairs?

Miller: So far we have not refused to allow any member of the faculty to sponsor these student affairs.

Goodnight: Do you find it hard to get sponsors?

Miller: Yes.

Tolbert: At what hour do these affairs close?

Miller: One o'clock.

Armstrong: We shall now hear a paper on "Office Staff, Records, and Organization in the Dean of Men's Office," by Dean Fred Turner.

## OFFICE STAFF, RECORDS, AND ORGANIZATION IN THE DEAN OF MEN'S OFFICE

By Dean Fred Turner

The office of the dean of men at the University of Illinois has not made any great attempt to include in its workings psychological tests and elaborate readings which some universities have attempted to utilize on their students. Inasmuch as most of our calls are in regard to scholarship, character, attendance and activities, we have attempted to provide records which will include these items in a satisfactory and intelligent manner. We are aware that the office system which we use at Illinois is one which is peculiarly adapted to our own needs. It has been developed with our needs in mind, and the needs that are most satisfactory for us might not be at all satisfactory to you. What is practical for us might be thoroughly impractical for other universities.

It is difficult to make an address of this type and to expose the skeletal background of the office without bringing into the picture something of the qualities, objectives, and so on. However, I shall attempt to keep strictly to the mechanical side of the office wherever it is possible.

We have found that certain qualities are essential to the men who make up the office staff. They must be available at all times, day and night. They must have a sympathetic point of view. They must have an understanding of human nature and must be even-tempered at all times, and what is more important, they must be adaptable. By that I mean that if one man is out of the office, the other members of the staff must be able to carry on his work without loss of time or inconvenience.

The object of our office has always been to serve the students, to know them, to help them avoid trouble, and to direct and guide them. We have taken pride in being able to give accurate information or to direct the student to accurate information. If he asks for something which is reasonable, we can do it for him or tell him exactly how it may be done. In other words, our office has developed into what might be termed a sort of super-service station for the needs of the undergraduate men.

Our office is operated on a fixed budget which is made up in advance and the appropriation which is made for this budget must be followed rigidly. Our total budget is approximately \$34,000 a year and with 120,000 callers per year in the office, you will readily see that the cost per caller is comparatively small. The items which make up this budget are divided into salaries of the dean and his three assistants and the items for operation. Under operation, our largest item is for wages of temporary employees. Second to this we have a reasonably large item for office expenses such as printing, postage, and the like. The balance of the funds is divided for travel, operation, repairs, and equipment.

The office staff is made up of the dean of men, Dean Clark, and three assistants, myself, Mr. Smith, and Mr. Elliott. The dean uses the full-time services of a secretary, who, by the way, is the only woman in the office. My duties are varied. I serve as office manager and executive secretary to Dean Clark; I see the students from the sophomore, junior and senior classes on all general matters, especially matters of routine; I watch the office supplies, keep the inventories, records, and the like. Mr. Smith is an assistant dean of freshmen and foreign students. He devotes his entire time to their needs and sees all freshmen and foreign students who call at the office in regard to various matters. Mr. Elliott is our assistant dean for student organizations and activities, and devotes all of his time to matters pertaining to organizations.

In addition, we use thirty-five part-time clerks and stenographers. We have been asked many times why we use part-time student help in our office. It has been suggested that we can save money by using full-time clerks. On the contrary, we have found through investigation that we save approximately \$10,000 a year and get a much higher grade of work than we would from ordinary clerks. In addition, we are able to help these thirty-five men to a marked degree and enable some of them to continue in the University when it would not be possible otherwise. Our clerical organization is rather elaborate. We have a chief clerk whom we pay a fixed salary. We divide our work into three divisions, the front office, where we receive approximately 12,000 callers per month. We must have a carefully chosen clerk in charge of the desk. Sometimes it is necessary to have two or even three clerks in the reception room. These men are paid 35c and 40c an hour and are in charge of two assistant chief clerks. These men are divided in their duties to accomplish our functions. We use seven men to record absences from classes. This one function involves nearly a million and a half operations per year, which will give you some idea as to the magnitude of our task. The other work room clerks are divided among such duties as recording excuses, filing excuses, filing attendance slips, sending out calls, corrections and changes of study lists, messages, changes of address, records of deferred physical education and military, filing, visiting the hospitals, and general utility men.

We have three part-time stenographers who do very excellent work for us. In addition, we have two special clerks who work under Mr. Smith and Mr. Turner and take care of special matters for them.

Our organization is rather complete and through it we are able to do rather large and involved tasks in reasonably short periods of time. We place considerable responsibility on these student clerks and find they take the responsibility with complete loyalty, honesty, and dependability.

The primary contacts that we make with new men coming to the University are important. We have a great many callers who come in the summer months. We send letters to the new men inviting them to utilize our office. We furnish them with a booklet of information and

we prepare to answer a great many questions in regard to courses, costs, securing work, and information about fraternities and lodging houses.

It is necessary for us to keep many records in connection with our work. We have found that the matter of recording attendance is very valuable to us and we keep a complete daily attendance record for every student. It is a complicated process and an expensive process, but thoroughly valuable. We have proved by investigation that there is a definite relation between attendance and scholarship, and on this basis we encourage regular attendance at class. The men who fall down in attendance are called into the office and interviewed with the hope of rectifying bad conditions. All excuses are approved and recorded in this office, the recording being made on the attendance cards. We utilize the services of one student to visit all the local hospitals every day. He sends notices to instructors of students who are hospitalized, and we maintain a public file of students who are ill, which may be consulted by anyone interested at any time.

In general, matters of scholarship are handled by the deans of the colleges, but we figure the fraternity averages and the averages of all individuals in groups for general University use. In addition, we record and give out the six weeks grades from reports which come to us at every six weeks period.

At the end of the semesters certain of our students are placed on probation and dismissed for poor scholarship, and all the letters in regard to this come from our office. We attempt to keep a record of the activities of students and have found that taking pictures of all students is valuable to us. By doing this ourselves, we have reduced the expense in connection with it from 11c to 3c per picture.

Some of the files which we have available are: Attendance cards, study lists of subject, lists of inspected rooming houses, records of students on probation, correspondence, excuses, changes of study lists, pictures, available positions and students available for work, foreign students, material in regard to the automobile regulation, excuses from examinations, hospital records, Hospital Association records, lists of fraternities and fraternity men, and a number of various similar things. We have found it useful to keep a file of general information having to do with any investigations which we make. We are called upon to answer all sorts of odd and unusual questions, and as a rule we have some material which will help to answer these questions.

Our automobile regulation is administered through this office and the applications are filed here, approved by a committee, and if denied, the letters emanate from our office. If granted, we give out the license plates and license cards. We utilize the services of one man who spends his time for those students who need work. Our Hospital Association is a mutual benefit organization in which memberships are sold each semester. The member of the association may benefit to the extent of 28 days ward care in any hospital in the twin cities in any semester.

The cost of this is \$3 per semester, and the student may benefit up to \$98 per semester. We keep a small fund of money available for small short-term loans. This fund is in addition to regular funds from the University which go out in larger amounts and for longer periods.

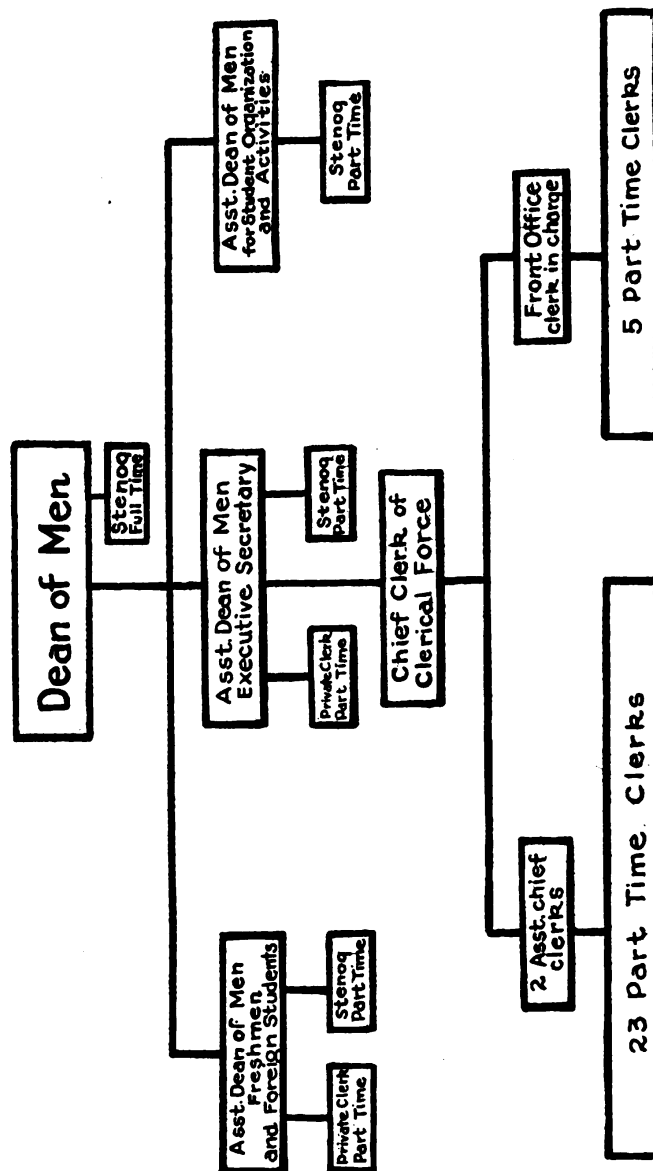
Mr. Elliott, as Secretary of the Committee on Student Organizations and Activities, handles this work in a method which we believe is rather unique. All organizations, outside of social fraternities and sororities, do their banking through the University business office. The procedure in such an event as a college dance is as follows: The chairman is appointed, and he selects his committee. The committee is checked for eligibility and the chairman then submits a budget for his particular function. The budget is considered and approved by the committee on Student Organizations and bids are received for all the items in the budget. Contracts are let under the supervision of Mr. Elliott. Through this method, we have eliminated some graft which formerly took place. All bills are paid from vouchers through the business office and the final report is made by the business office for carrying these funds, but the charge is less than one-fourth of one per cent for the total funds.

All members of the office staff serve on certain committees, and we find these committee memberships very valuable to us. Dean Clark is Secretary of the Council of Administration, the administering body of the University. He is chairman of the Committee on Discipline for Men, chairman of the Hospital Committee, is trustee of the Hospital Association fund, and is on the Loan Fund Committee. Mr. Turner serves on the Committee on Intercollegiate Transfers, the Committee on Discipline for Men, the Committee on Classification in Physical Education and Military, and on the Illini Board of Control and the Illinois Union Board. Mr. Smith is on the Homecoming Committee and acts as adviser to the Interfraternity Council. Mr. Elliott devotes his entire time to activities and is Secretary of the Committee on Student Organizations and Activities.

In conclusion, I should mention that there are certain extra-office duties which are essential to our office as we operate it. All of us speak many times during the year. We are called in many cases by landlords who are having difficulties with their students; we are called by the police and the sheriff; we go to the hospitals to see the students who are ill; we take part in the church work of the community; and we are constantly called upon for social affairs of all kinds.

I said in the beginning that this system works well for us. I am sure that it would not work for all, but through the thirty years that it has been developing in our university it has done its work well and will probably continue to function at our school for some time.

# Organization of the Office of the Dean of Men



Armstrong: Dean Melcher will present a discussion of the subject, "Is Religion a Guide in Student Conduct?"

## DOES RELIGION PLAY A PART NOWADAYS AS A GUIDANCE FACTOR IN STUDENT BEHAVIOR

By Dean C. R. Melcher, University of Kentucky

President Armstrong and Secretary Moore are familiar with Kentucky history and traditions as they both came to Kentucky to get their good wives, and are therefore aware that the last part of the saying that "the Kentuckian has more religion and makes less use of it than anybody" is incorrect. I suppose for this reason I was asked to prepare a paper on this topic. However, my time has been so taken up with answering the questionnaires of my colleagues who also happened to be upon the conference program that I have had no time to prepare my own paper and shall therefore have to discuss the subject from the outline I have before me.

The following was given as the trend to be followed in the discussion: (1) Religion has always been presented as a controlling factor in behavior. (2) Is it a factor on the modern campus? (3) Is it actually a vital force in guiding the lives of modern young men and women? (4) Are the agencies working toward these ends serving the demands of the situation? (5) Do we have a part to play?

When I first read Dean Armstrong's letter, and suggestions, I thought the task assigned me was easy and accepted readily. However, the more thought I gave to the subject, the more I was convinced that without investigation and research, I could bring nothing that would be worthy of the attention of this conference, and as my time was so limited I have had to borrow from those who have given the subject time and thought. I therefore went to our University librarian with the request that I be supplied with the literature she might have on the subject. She complied abundantly with my request.

In looking through what was put at my disposal, I found that Prof. Robert Cooley Angell's two books, "The Campus, a Study of Contemporary Undergraduate Life in the American University," and his latest work, "A Study in Undergraduate Adjustment," contained material most applicable to the discussion, and I shall therefore base my remarks principally upon his Table XLII (A Study of Undergraduate Adjustment), relative to "Percentages in the Adjustment Classes Showing Certain Religious Attitudes."

You will find mimeographed copies of this table with the explanation before you, and you will observe from this table that the percentage of students under "A", that is, serious students who are doing good academic work and who are deeply interested in religion, is much larger than others who are less interested. You will find also the same is true under "L" in Life Interests and under "S" in Social Interests. A further study of this table shows that the percentage of those who are deeply



interested in religion is large in all classes, but largest in cases where the student is also doing good academic work.

I do not think that because a student is deeply interested in religion he is a better student, but it is very possible that because he is a serious student doing good work that he is therefore interested in all life interests of which religion always has been and will be one of the greatest. I shall not continue to discuss this table but leave it to you for further study if interested.

## Percentages in the Adjustment Classes Showing Certain Religious Attitudes

	ACADEMIC				LIFE				SOCIAL			
	A	B	C		L	M	N	O	S	T	U	All
Not sufficient knowledge to classify	16.9	21.3	28.0		9.7	24.0	6.1	40.0	15.7	27.6	27.6	21.3

## Percentages of Those Concerning Whom There Was Sufficient Knowledge for Classification

Deeply interested in religion	40.6	41.4	25.0		64.3	18.5	90.3	5.3	38.5	38.0	33.3	37.7
Attends church but little interested	7.8	12.9	11.1		14.3	14.1	3.2	0	12.1	12.1	.0	10.6
Church member but no interest	32.8	36.4	50.0		14.3	42.4	6.5	84.2	34.1	29.3	61.9	35.9
Has revolted from church or never member and not interested	18.8	14.3	13.9		7.1	25.0	0	10.5	15.4	20.7	4.8	15.9
Total	100.	100.	100.		100.	100.	100.	100.	100.	100.	100.	100.

### ACADEMIC:

- A. Serious students who are doing good academic work.  
B. Students not deeply interested in their academic work but who are passing their courses; and serious students who are barely getting along.  
C. All those whose academic adjustment is unsatisfactory.

### SOCIAL:

- S. Students who have friends and are well integrated socially.  
T. Students who feel their social situation is somewhat unsatisfactory, and those who seem satisfied with an inadequate social adjustment.  
U. Students who are not well integrated and who have few or no friends.

### LIFE:

- L. Students who have thought seriously about their life situation and seem to be well orientated.  
M. Students who have thought sufficiently to criticize traditional patterns of thinking and conduct, but who have not yet orientated themselves, though they seem to have character sufficient to bring them through.  
N. Students who are adjusted on the basis of habitual or traditional patterns and have not thought for themselves.  
O. Students who are badly adjusted to life, depressed and confused, seemingly unable independently to effect adequate adjustment.

In answer to the question, "Are the agencies working toward these ends" (that is, toward interesting students in religion) serving the demands of the situation, I may say the following agencies are active and render splendid service on the campus of the University of Kentucky:

(1) Y.M.C.A., which meets every Thursday evening in the Men's dormitory and has a membership of 246 active members.

(2) Y.W.C.A., meets Tuesday evenings in Patterson Hall with a membership of 400.

(3) Seven of the principal churches have student's Bible classes with faculty members and ministers as teachers.

(4) The Pitkin Club with a membership limited to 75, and a waiting list of 50. This club consists of both boys and girls and any member who is absent from one of their noon luncheons on Wednesday without a reasonable excuse is dropped from the club and the committee on membership fills the vacancy from the waiting list. At these meetings a minister who is selected for the semester delivers a series of addresses on such subjects as (a) Seeing the World Through Christian Eyes, (b) Jesus and World Problems. The membership is a cross-section of the University and I believe the moral and religious influence of the club is great and far-reaching.

(5) Every Wednesday evening for the first seven weeks of the first semester, for thirty minutes before the fraternities have their weekly meeting, some faculty member, whom the fraternity selects, or a minister from the city, discusses students' problems, based upon the life and teachings of Jesus. The total enrollment for the past year for these fraternity groups was 450, with an actual attendance of 346. The girls have similar discussions.

(6) The Freshman and Senior Y.M.C.A. Cabinets meet Tuesday nights to discuss the affairs pertaining to the association. The membership of the cabinets is 36.

(7) Every Sunday afternoon at 4 p.m., we have Vesper Services in Memorial Hall. These services consist of organ and orchestra recitals and addresses by both local and foreign talent. They are well attended not only by students but by citizens of Lexington. Just how far these agencies are serving the demands of the situation can not be measures at present, for, as Dean Wicks of Princeton University Chapel says, it is his private opinion that religious associations in college have not sufficiently recognized the normal religious reticence on the part of the majority of men, and I may add that much of the seed sown does not mature until much later in life when responsibilities become greater and men think more seriously.

In closing, I may say I am in full accord with Professor Angell when he says, "The religious situation among university students is a perfectly natural outcome of the forces working in American life and should therefore cause no particular alarm. The disorganization from the institutional point of view which is now apparent is but part of the universal mental and material confusion incident to an age of transition.

Insofar as our young men and women are breaking from religious institutions in a vague hope of finding a freer conception of life than that for which formal religion has stood, they are laying the foundation of a better future. Insofar as they are careless, they are simply examples of the externalism and superficiality of twentieth-century America."

Turner: In so far as religion is concerned, it may be a dangerous matter for a Dean of Men to attempt to talk religion to students in his office. We have men who make religion their life work and it is better for the Dean of Men to let experts in religion do the talking about it.

At one time a graduate student from the University of Chicago called on us; he was an ex-minister and hoped to become a Dean of Men. He could not believe that we had not studied for the ministry before going into this work.

On one or two occasions, I have had students tell me rather resentfully that they did not come to me to have me talk religion to them. They said that when they wanted religion talked to them, they would ask for it.

Melcher: If they come to us in regard to religious things we can't refuse to try to help them.

Massey: Deans of Men may be divided into two or three classes when we think of the part they play in the development of religious life on the campus.

First, those who cling to the old tradition that religion is a mysterious something which should be accepted wholeheartedly without question.

Second, those who feel and sometimes express their feelings that Christianity has served its day and therefore should be passed by without much thought.

Third, those who look upon the first group with respect, sympathy and patience, and upon the second group with interest and patience as well.

This third group has the idea that every normal youth would like to be a Christian if those of us who are older would interpret Christianity in a sane, scientific way. If we could help our young people believe that Christianity is the greatest motivating influence in their lives; if, somehow, we could get them to feel that all the work they shall be called upon to do would be made much easier and more enjoyable, if through it all they see that the prime motive is to translate all the science, all the fun, and all the information they have into terms of human improvements. When we look at it in this way, there is not so much mystery connected with Christianity. When He was here, He advised us to look after and heal the sick. That means, of course, that our efforts in laboratories and libraries result in the finding of diphtheria and typhoid serum. I think if boys and girls could understand that this is just as Christian as the teaching of religious education or preaching a sermon, that our job would soon resolve itself into a perfectly

simple and normal job. To illustrate what I mean, some of our religious leaders feel that we have reached the zenith of our usefulness if we can get an argument about something or if we discuss double standards and so on, rather than giving a constructive leadership to these earnest young people. I knew one religious leader who gathered together with himself twenty of the most gifted disputers on the campus. They chose as their subject the double standard. At the conclusion of their discussion, they had been so successful from their viewpoint that nineteen voted for the double standard and one for the single standard. I think if we would try to interpret Jesus Christ in terms of a health program and an educational system that would make sick men well and ignorant men and women intelligent that the results would be very different. No truer statement was ever uttered, I think, than the following: "And I, if I be lifted up, will draw all men unto me." I do not believe that Jesus Christ can ever be understood except we look at Him through the needs of the sick and morally delinquent people.

Shaw: If the Dean of Men is a man who understands his job—to help the student—it is impossible to leave religion out of his life. I am proud to be from an institution where a man is not accepted on the faculty unless he has religious convictions.

Turner: What I was trying to say was apparently misunderstood by Mr. Shaw. What I meant was that when a man comes to me or to us in trouble, if we attempt to talk religion to him, his reaction is likely to be: "Don't give me that; I didn't come here to be preached to. What I want is material help. When I want religion, I'll go to a minister."

Further, if a man comes to us who is befuddled in his religious beliefs, we seldom try to straighten him out. Our campus ministers are delighted to have the opportunity to help a man who is confused, and we send them along to the ministers. They can do it far better than we could.

Smith of Illinois: Religion must be reflected in conduct. A man's religion is not very vital unless it makes for better conduct or better habits of life. When we are able to help a man be a better citizen, we are making him a better Christian. It is much better for the pastor, who is a specialist, to advise students on theological problems, than for us to attempt to do it.

Melcher: After all it is not the student whose religion is on the outside that has the most religion. The student who thinks most deeply on the inside is the most religious.

Rasmussen: I come from a denominational institution and for the past ten years have had an opportunity to notice the effect religion has on a student's conduct. In answer to Mr. Smith's question I would say that my observation has been that a student who is religious is much easier to control and to counsel with than is a student who is indifferent towards religion or who apparently has no religion. A student who believes in the Bible as God's book has two deans, so to speak, one the Almighty and the other the local dean. The influence of the Almighty

is not limited to community or locality. I am convinced that religion solicits good conduct on the part of students and is responsible for much of their behavior on the campus and especially off the campus.

Miller: At the University of California at Los Angeles we are carrying on an interesting experiment. We have organized what is known as the Religious Conference, which is a co-operative enterprise between all of the religious groups including the Jews, Catholics, Episcopalians and the various Protestant denominations.

We have a law in California which prevents the holding of religious meetings on the campus.

The Religious Conference is planning to build a building just across the street from the campus which will be known as the Temple of Religions. Each of the religious organizations will have its headquarters in this building. A number of the facilities in the building such as the banquet room, the kitchen and the auditorium will be used in common by the various groups.

We feel that this arrangement has great possibilities of promoting the ideal of co-operation and of increasing the respect of the students for religion.

Coulter: When we inject the term religion into a discussion, we introduce a concept difficult of explanation and concerning which there is no substantial agreement. Religion is something that cannot be expressed in words, it must be lived. We have built up creeds and theologies in an attempt to formulate religion, and it is about these creeds and theologies we differ.

In dealing with the student, we are dealing, in a sense, with a trinity. Inevitably, we separate them as a body, mind and spirit. Unless these three are trained *pari passu* a full-orbed life is impossible. We deal with the body adequately, it may be that we over emphasize our efforts in this respect. We care for the intellect in a supreme way, libraries, laboratories, seminars, trained instructors, all are provided and provided lavishly. But if we stop at this point the student leaves the University handicapped, indeed robbed of his birthright inheritance.

But certain vague longings and aspirations, certain discontents with himself as to effort and purpose, certain ideals not sufficiently luminous as to be compelling in his life, struggling for utterance—do we recognize these? In the long run it is out of these spiritual struggles that personality and character will emerge.

Our influence upon the students with whom we come in contact insofar as it is abidingly helpful, lies not in our authority nor yet in our knowledge; it lies in what we are spiritually.

When in after years our students look back upon University days they will recall what we were, not what we knew or what we taught. The question before us is not one of theologies or "isms;" it is, has the human spirit any place in University life? It will always be true that "the letter killeth, but the spirit giveth life." Shall these young people fitting themselves for life have the stabilizing power of the spirit?

If they do not they are but imperfectly educated; if they do, religion, or the spirit, as you will, has had its rightful emphasis in their formative years.

Dubach: In discussing this question we too often confuse Church and Religion. The average youngster has no prejudice against one because he is connected with any particular church. I do not find myself ashamed to be definitely affiliated with my church. Students belonging to other churches or no church do not discriminate against me. As a result, I have been invited frequently to speak at the student meetings of the Catholic as of the Protestant churches. I am greatly impressed by the fact that if you get boys at the best, whether in fraternities or dormitories, the majority of times they will finish any open discussion with consideration of religious questions. I have lived longer than most of them and have had some experiences that most of them have not had. Therefore, I feel I can make a contribution to their thinking in these fields. One of the questions most discussed in our fraternities and sororities in their open forums was "What Can I Believe About God?" This shows their interest. I do not see at all how the questions of life can be solved separate from religion. If I had a boy or girl in College where it was impossible to talk about religious questions with faculty men, I would be sorry indeed. Personally, I have no hesitancy in going on record for the things for which I stand, and this particularly when it comes to the most vital questions which will motivate life.

The Association adjourned for dinner and reassembled to hear President Armstrong's address on "The Future of Our Work."

## THE FUTURE OF OUR WORK

By James W. Armstrong

We are rapidly coming to the close of this Conference. Tomorrow will terminate the very pleasant two and one-half days we have had together and we will scatter to our campuses again. It takes a little courage for me to do the things I have to do here tonight. Under the original plans for the Conference, Dean Clark was to have shared this evening's program with a retrospective glance at his experiences as Dean of Men. But he, at the last moment, was unable to come and I am consequently confronted with the somewhat embarrassing task of bringing you together for the sole purpose of listening to me talk.

Each year we have a business session devoted to the affairs of the Conference but I believe there is a very definite need for us now and then to talk about not only the business of the Conference but of those matters which relate to the future growth and development of this association and the basic concepts which we hold to constitute our real function in the educational scheme. We must make sure that our growth and development is along the right lines; that our insight into

our work is clear; that our outlook on the future development of the American university is sufficiently intelligent to guide our own position in it. It is my concept that the duty of the president of our association is to be ever vigilant and diligent in this regard and I would therefore like to turn this evening's program over to the discussion of these important matters.

This is the twelfth annual Conference of our Association. Could anyone have foretold twelve years ago the consequences of that first casual Conference? To you few deans who sat around the table at that first meeting in Wisconsin, the rapid growth of our work and of this association must indeed seem incredible. You built better than you knew, didn't you! That one institution after another has found the need for a dean of men, that growth continuing to result in this National Association with branch associations on the Atlantic and Pacific coasts, is both indication of the need for this work and tribute to the service which has been rendered. The same casualness of its beginning has marked the unfolding of its history. There has been little organization. There has been no definite supervision and no articulated policies. We have neither propagandized nor elaborately recorded our works. We have been independent from all other organizations and have made few demands upon our own membership. When I came into my work this year, I found neither records nor instruction. Save for the common understanding that the president was in charge of general matters and the program, that the vice-president was host to the convention, and that the secretary took care of money matters and the minutes, we have individually blazed our own trails, and collectively done what we, in our judgment, thought best for the association.

The same casualness marks the introduction and development of our own individual positions. Out of our large membership, I presume each one of us has come into his position under a different set of local conditions and from a different training. You have heard Dean Clark tell how he came into his work as a professor of English. Yet Dean Coulter under different local circumstances entered this field from long experience in the natural sciences. We might continue in similar fashion throughout the list of our entire membership noting our different backgrounds and the different causes leading to the inauguration of our positions.

With similar casualness have duties been assigned to our offices. Our surveys have shown considerable variation in the duties performed. Some of the things done by the dean of men in one institution may not be done by the dean in another. Many of us came into our work without our functions being clearly defined. To a considerable extent the tasks of defining our functions and working out our philosophies have been left to us. These twelve years of our association's existence and the longer period since the beginning of the work have been years of pioneering. The recognition of the work and its extent have gradually advanced through individual effort. It holds its position more by virtue



of individual accomplishment, the strong, capable personalities in it than by services built up from a thoroughly articulated philosophy of the work.

These years of pioneering have presented a colorful chapter for the history of American education. But it is my opinion that this stage of development is coming to such a close as makes possible and necessary for carrying on our own individual work and the work of our association an appraisal of our outlook and a statement of such methodology as we possess. For no work can continue indefinitely without one thoroughly understanding the virtues that give it strength and the conditions that make possible its continued growth and development. Furthermore, into our work are coming new men and educational work itself presents an ever-changing scene. We have our future before us. How well we can face it depends upon how thoroughly we can analyze and articulate our philosophy and glimpse the possibilities of our future in American education.

Does the Dean of Men have a viewpoint? Can we say what his functions are on a university campus? I have been asked such questions many times, haven't you? The dean of the Chapel concerns himself with the religious interest of the students. The English professor provides instruction in English, literature and composition. But what is a dean of men? This query is fundamental. It predicates all things else. The answer to it determines what duties we should or should not assume and suggests the relationships to be maintained within and without our universities. A position can be a set of conglomerate services, a number of activities accumulated in haphazard fashion; or may be based upon a viewpoint with activities and methods worked out and adjusted to integrate with the viewpoint. At the meeting at Boulder we spent a highly profitable session attempting to state what a dean of men was and what his duties should be. We should keep up these attempts until the divergent viewpoints are integrated into a comprehensive, composite statement.

Let us study the Dean of Men's position. Perhaps we can throw some light on his viewpoint through analyzing his position. He is a dean. As such, he is placed in equal rank with the constellation of academic deans. His scope is broader than theirs in that his work embraces all men students irrespective of schools. His emphasis is different in that it rests more directly on extra-curricular life of students. His work is narrower than the academic deans in that it relates only to men. He is a dean without faculty but maintains his own staff and profits by general membership in all faculties.

He is an executive. He is not only expected to talk about things, he is expected to do something about them, or see that something is done. He has definite responsibilities which he must discharge to the best of his ability and possesses powers for discharging those responsibilities.

He is an educator. He is concerned with the aims and effectiveness

of the educational procedure. From his position he is in an excellent place to observe its sources of strength and weakness. In standing at the gateway between curricular and extra-curricular life he can observe both student and faculty viewpoint and be an effective aid to both students and faculty, in the improvement of scholarship, in the observation and change of individual and group attitudes, in the methods of instruction, and the influence of personalities.

He is a counsellor. He is an advisor of students, a technician in university affairs and student organization. He is investigator and prosecutor for things socially and morally undesirable. He is defender for those unjustly treated and for values under-rated.

He is a specialist on the problems of youth and the perplexities of life at that age. The dean of men is by virtue of his position a man fundamentally interested in college men, in the problems of college men, in the interests and outlook of college men. He is a student of behavior and has available for his study an intimate association with thousands of young men and daily contacts with their problems. Understanding in thorough fashion this transitional period between adolescence and adulthood is a prerequisite for sound educational policy and method. The dean of men stands in an unparalleled position for such an understanding and can offer effective aid in other matters.

Again the dean of men is an integrating and co-ordinating agent operating in the interest of the university as a whole and the entirety of educational values. In educational interest he represents not one subject but all subjects, not one school but all schools; not only the values of the classroom but the values to be found in the contacts outside of the classroom. He stands in a position to bring students and faculty men together in more frequent informal association, to introduce to the university as a whole personalities and values appreciated otherwise only by a section of the university. He stands in a position to heighten morale and deepen loyalties. As a general administrative officer responsible only to the president he represents the wholeness of the university process and can direct the force of his effort on the whole or on the part.

Finally, he is a personality. No matter how much we would evade the point we all must admit that in our work probably as in the work of no other administrative office, our effectiveness is determined by our own individual quality and worth. In our work the men who have been most successful are strong, colorful personalities, men who demand respect for what they are personally. The nature of young men is to get their instruction and inspiration from observation and intimate contact with contagious personalities. What kind of men are we? What is our mental and spiritual quality? To answer those questions is to indicate to a large extent what our position is in our university community or what it ultimately will be.

I am not especially given to definition but somewhat in resume and in answer to the question of what is the dean of men, I would say:

the dean of men is a man chosen for his interest in college men, to have general supervision of their extra-curricular government, established in a position possessing authority and means for giving such aid and direction to their individual and group activities as to further their development and the general educational program of the university.

Now from the analysis of the position I believe that we can justify ourselves in saying that our position in the university scheme is clearly separated from other positions and carries with it a distinct outlook. The dean of men is looking at university life as a whole, to the development of his men by both curricular and non-curricular influences. He is definitely charged with the responsibility of governing the general extra-curricular affairs of men, attempting to work with this vast outside circle of affairs in such a way as to develop its special values and to co-ordinate with academic processes. He is looking at the individual as a total personality, intellect, character, outlook, personality, background and connections. This viewpoint makes the dean of men one of the most personal administrative officers in the university.

Now this is my analysis of the job and my attempt at expressing the viewpoint of the work. It represents to me a definite approach to what would otherwise be a chaotic maze of activities. I am given greater confidence that an orderly approach can emanate from our years of experience in dealing with these intricate human affairs. The point that I have been attempting to make is that our work has been cumulative, that the job was a big job that could not be defined within the compass of a few years, but that slowly from the work there is emerging a greater understanding of the position and the distinct viewpoint back of it.

From this conviction, I am led further to say that the future should not only find us attempting to continue to state and restate our viewpoint, but furthermore that as time goes on, our methods, too, can become more and more clear. We can become better able to separate fundamental accomplishments from superficial accomplishments. We can become better able to determine how to make our accomplishments more fundamental. In short, there is needed comprehensive extraction of concept, principle and method. Take, for instance, the talk delivered by Dean Rienow. In the background of what he said lay a concept that permitted him to make an orderly approach to certain problems on his campus. It is the housing concept—dividing his students in terms of residence into fraternities, dormitories, rooming houses, etc. Such a concept embraced the entire student population, divided it into natural groups and made possible an orderly discussion of the entire matter.

I recall a talk of Dean Clark in which he enumerated various methods which he employed in making student contacts. It is obvious from the recurring talks on improving scholarship that what we are attempting to do is to get a comprehensive view of the entire matter and build up both principle and method in dealing with the problem. No profession or vocation has ever been built without gradually clarifying

its viewpoint and philosophy, and without gradually defining its areas of interest and developing its principles and methods. Such is the story of medicine, law, theology or education. Such must be the future story of our work.

In building this technique and methodology, we can gain much from the areas of learning with which we are closely associated. The methods and viewpoints of the sociologist and psychologist; the resources of the philosopher; theologian and physician—these particularly are of importance to us.

There is a point, however, that goes beyond this. Since our work deals so much with personal intangibles, a great source of whatever power we possess must be derived from integrating into our own lives the treasured resources of learning. We must think deeply and live broadly. We must walk with the philosopher, labor with the scientist, and linger with the artist. We must drink deeply of life's troubled waters—feel its elixirs. How can we fire youth with the ennobling enthusiasms of learning unless we ourselves feel their fires?. How can we speak of art and music unless we ourselves know the pleasures of gallery and studio? What does it mean to speak of exploration and discovery unless their significance has illumined our imaginations with the possibilities of a greater world within the reach of human hands.

We must be in this work heart and soul and live it with courage and devotion. Devotion to these young men who come upon our campuses, to make them and their infinite possibilities the center of our effort and endeavor! Devotion not only to the sympathetic correction of maladjustments but to the recognition and nurturing of genius! Courage to stand in our places amid the vicissitudes of administrative life and the weather vane tendencies of popular opinion! Courage to stand for what, in our judgment, is to the best interest of American youth.

Now to a considerable extent the future tasks which I have outlined are to be attacked single-handed by each man on his own campus but from our association can come leadership and improved effort. As outgoing president I would like to make certain suggestions.

First. I believe that we should attempt to record in the best possible way the work done by the men who have made our work outstanding in the United States. We have represented in this association four or five men who have been pioneers. Unless we record their viewpoints and philosophies they will be lost for all time. I do not mean that our work will continue without change. But in order to appreciate the problems of the period and to get a composite view of our position and an understanding of its development, it is our duty to study and record the lives of such men as Thomas Arkle Clark, Stanley Coulter, Scott Goodnight, Robert Rienow, Nicholson and Bursley. We can never express our debt of gratitude to them for what they have done to elevate the position to the high place which it holds in American education. We can never cease profiting by their example. May we continue to receive the benefits of their effort and counsel.

Second. I think that we can take a more foresighted policy in publishing our minutes. Many of the speeches which are delivered at these meetings if available in reprint form would do effective service on our local campuses. It should be possible to print them in such numbers as desired. Furthermore if we standardize the size of the paper on which the minutes are printed we can later gather together speeches on similar topics and thus compile them in separate booklets. This is the system sometimes used by magazines such as the National Geographic.

Third. We should undertake certain studies to be carried on over a time adequate to complete them. These studies could plunge into our problems in a way that can not be attempted in our meetings. I merely mention as an indication of what can be done, studies of the institutions using deans and advisors of men, their functions and duties, studies on special problems like discipline, scholarship, etc.

Fourth. We should compile bibliographies of the articles published by our members, and also periodically submit a list of such articles and books as may be helpful to us in our work.

Fifth. We should have a more definite means for directing the course of this association, conducting its meetings, and assuring continuity in its work. We furthermore should keep in touch with the work being done by other educational associations and put ourselves in a position to further worthy projects. Perhaps this is to be done by creating certain standing committees. The matter needs our attention.

Sixth. We should take the leadership in the efforts now being made to offer academic courses pertaining to our work. Every year will bring new men into position. Ours also should be the task of suggesting the general content of special courses in our field.

Lastly. I think the time has come for us to develop a publication of our own, under direction that can at the same time act as a clearing house for other professional services and information. Frequently there are local studies that would be helpful to other deans, if such studies could be generally distributed. Dean Moore and I have corresponded about the matter of the publication and he has consented to talk to you further about it.

In conclusion I wish merely to repeat that in talking to you tonight I have regarded this session as a period set aside for the consideration of the association's special business, as related to our future growth and development. I place these matters before you for your disposal.

## FIFTH SESSION

Saturday, 9 a. m.

Armstrong: The first address this morning will be by Dean U. G. Dubach on "What Part Should a Dean of Men Play in Educational Affairs?"

### WHAT PART SHOULD A DEAN OF MEN PLAY IN EDUCATIONAL AFFAIRS?

By U. G. Dubach, Dean of Men, Oregon State Agricultural College  
Corvallis, Oregon

The topic implies that in addition to what is ordinarily expected of a dean of men, he, because of his contacts with student, faculty, and administration, may be a vital factor in shaping educational policies and processes of the institution. In keeping with this implication I am discussing the position from that point of view.

#### Committee Service

Service on certain institutional committees is invaluable. To so serve makes possible keeping contact with vital institutional problems and gives opportunity to assist in shaping policies. Certain inherent dangers are to be avoided. Service on too many committees makes one a hurried messenger and prevents availability for the more important functions of the office. Furthermore, too many committee positions encumber one with too many details. It is much better to maintain relationships such that one has entree to and is consulted by the various committees on the bigger problems. This meets the situation as relates to a majority of institutional committees.

On the other hand, there are certain positions which the dean of men must occupy, and in some committees he must have leadership. The committee supervising and directing student activities illustrates. He should have an important place on the committee on health and sanitation. Service on the scholarship committee opens the way to problems in teaching and course relationships, as well as the personal problems of the student. Personally, I find service on the committee on admissions valuable because the results of the work of this committee forecast many of the problems of incoming students. A reasonable conclusion seems to me to be that a dean of men should have a place on committees dealing with the larger institutional problems and have approach to the other committees of general institutional interest.

#### Teaching

To teach properly requires regular time for preparation and a regular schedule for teaching. Since the time of a dean of men is not his own, it is naturally very difficult to meet the demands of a teaching schedule. He never knows when his most difficult problems will confront

him. Hence if he teaches, either his teaching or his deaning will suffer on occasions.

On the other hand teaching keeps a dean in contact with college problems as nothing else will do. Teaching compels both students and faculty to recognize that the dean can teach and does know something personally about problems of classroom, library, laboratory, and study. There is genuine danger that faculty and students both will classify the dean as a handy man for the president and a general flunky to take care of matters no one else cares to do. It is my belief that teaching dignifies the position, commands respect, and gives entree to the councils that determine the educational policies of the institution. These values, in my way of thinking, greatly outweigh the disadvantages enumerated above. It will be said that a dean has not time for both. My answer is let him have assistants and let these do part-time teaching work as well. If both the dean and his associates do some teaching, their contacts and understanding multiply their power and influence.

#### Directing Educational Policies

Direct contacts with groups of students and especially intimate contacts with individual students give the dean of men the best possible opportunity to know the desires and needs of students, and to know whether the programs of the various schools and departments of the institution are meeting the legitimate desires and needs of the student. I do not mean the dean of men knows engineering, or law, or architecture, or other fields so well that he can tell the deans and faculties of these respective schools how to draw up their courses of study, and how to teach their classes. I do mean, however, that the dean of men in his relationship with students can detect whether or not the courses are commanding the respect of students and attracting and developing them. He can know whether the big basic departments as English, mathematics, science, and others are or are not producing desired results. He can know whether courses are inspiring or repressing interest. In his conferences with students he can learn in general whether proper sequences are followed. He can readily learn whether freshmen are overloaded with laboratory courses so that proper general development is impossible. These and other factors appear to me to give the dean of men the broad field of information as to whether or not the big institutional programs are functioning. Then if he has the proper position of respect on the campus he may be a big factor in bringing about the changes in the policies of the various schools and departments or even of the whole institution, which mean better development of students and better institutional results generally.

#### Educational Atmosphere

One is impressed with the very great increase of things for students to do, and features and functions to propagate and develop. There seems to be a constantly decreasing amount of time and energy for

what one might presume to be the major purpose of higher educational institutions. Furthermore, there is an increasing tendency to head up or specialize on the part of students, and this frequently, with the encouragement of faculty members who feel the strategic importance of the work of their individual department. What, with this attitude of the major departments and the pressure of extracurricular activities, is the student to do about his general development? Here appears the opportunity to help create the desire for studies in art, music, literature, and other subjects of a general nature. There are so many things for students to do that they are lost in the numbers of them and hence do nothing. If some office detached from their major interest constantly gives advice as to what is most worth while in passing opportunities, many students will follow the lead. For example, in the limited time for general reading, how can the student choose wisely without loss of time? Suppose the dean's office has space in the college daily one day each week, commending certain books and magazine articles with just a word about each. Occasional students would follow the leads and profit thereby. Furthermore, these students would use the results of their finds on their friends and the circle thus widen. The same is true if plays, musicals and lectures are commended as especially valuable. As this interest is created, demands would be made on the institution for better literature, lectures, art, etc. I recognize the difficulties of these proposals, and that the multitudes might not give attention. The genuinely interested and worth while students would do so and they are the ones on whom we count to do the worth while things in life.

Leftwich: I would like to ask Dean Dubach about his experience with freshmen. Would you recommend that in the Dean's work a special adviser for freshmen be appointed in institutions which have large student bodies?

Dubach: This differs with different institutions. Personally, I interview as many freshmen as want to come and then call others who are in particular difficulties. We have in each of our major schools a freshman adviser. To illustrate, our School of Commerce is our largest. We have a man who gives as much time as is necessary in interviewing freshmen in scholastic difficulties. In the same way we have a freshman adviser in engineering. We feel that the individual schools have peculiar problems of scholarship, and a representative of the school can better help solve them. The office of the Dean of Men co-operates closely with these advisers. By this method we feel we get better results than having a freshman adviser taking in the students from all schools.

I have been interested in why in all our discussion there has been nothing said about the faculty. Naturally they are involved in the questions we have under consideration with the students. Students should feel free in discussing their problems but should retain the right attitude to the faculty. I invite any boy to say what he pleases in my office, if he retains the attitude of a gentleman, whether he is talking



about the faculty or students. Naturally when they discuss faculty problems I recognize that I want faculty support myself. I find that if I go to the faculty with the position of the student properly analyzed, I am able to get sympathetic support, and also get the information which will help me in solving the student's problem.

Nicholson: There is a great deal to be said both on the side of the faculty, of students, and of our deans. We are all human. Many of the teaching staff are young and inexperienced and their ideas of control and presentation of material often create situations difficult for all of us, many times leading to very clear injustice.

I imagine that it is true in other institutions, as it is in ours, that many of the criticisms and apparent injustices that find their way to our offices are often due to a lack of understanding and appreciation, sometimes by the instructors, sometimes by the students. When complaints of this kind come, if there seems in my judgement to be any basis for the same, I usually try to have a talk with the instructor, if necessary with the dean.

As a rule, I am able to adjust the matter in this way. Occasionally I cannot. In such cases if I am satisfied that there is an injustice and I find it impossible to make any progress with the instructor, or Dean, I guide the student in making out a formal protest. It is, as a rule, unnecessary to present this to the president. Usually the knowledge that under my guidance such a paper is being prepared is sufficient to settle the matter. If not, it is filed with the president who usually instructs me to make a complete report and has, so far, judged my actions as correct and has affirmed them.

Misunderstanding cannot be permitted as none of us are angels. The only thing to do is to have it clearly understood by all concerned that justifiable complaints will always be looked into and corrected.

We Deans need the faculty friendship as much as we need the student friendship. It is just as impossible to have a faculty understanding and friendship all of the time as it is to have student friendship and understanding all of the time. If your only desire is to please everyone, faculty and students, all the time, lock your door and hide under the table. Over a period of time you will find that complaints and misunderstandings come just about equally from faculty and student sides. It is unpleasant to enter into them, but someone must do it.

As a rule the Dean, who is probably a teacher or has been a teacher, can understand the teacher's side, is also in close contact with the students, understands their attitude and their feelings, can solve the question more readily than anyone else on the campus, or at least see the proper solution.

Dubach: This is my sixth year as Dean. Not very many faculty conflicts have arisen. In the case of one school, I felt the freshmen were carrying an overload of laboratory. I consulted the dean who felt that he knew more about the situation than I. This I admitted but insisted that I would continue to talk to his students about their problems

and if I felt convinced they were in the right, would continue to tell him so. In another case a faculty man reported a case of drinking in a fraternity. He had no evidence to present other than his word. I asked whether he would be willing to appear against the boys when I called them. He was very decidedly against this. Naturally, I did not call the boys. In my relations with the students when faculty men are involved in the discussion, I seek to support the faculty by every means possible.

Armstrong: The next topic for discussion is "Raising the Scholarship of Groups," by Dean F. F. Bradshaw, who can not be with us, and I have asked Dean Goodnight to take care of this discussion.

Dean Goodnight: The topic is raising the scholarship of groups, particularly fraternity and dormitory groups. The rest are not particularly grouped. I know that most institutions do what we do, take the grades and make statistical computations and publish them. I receive yours through the mail and we send out ours. It is not altogether clear just what and how much good this sort of thing does. It makes some groups bestir themselves. You have probation rules in which the group which fails to obtain satisfactory averages is placed on probation. The average should be not so high that it can be called unreasonable. We just went to the "C" average and no fraternity or group can maintain that it is unfair to be required to maintain the average of graduation. We allow an organization to go on probation for one semester with warning only. If they remain on probation for the second semester, they lose social and initiation privileges. There is usually a great rattling of dry bones in a fraternity which is threatened with probation for a second semester. We have the third one on the list this year.

I wish there were more incentive for work rather than penalty for not working. According to a Chinese proverb, reward and punishment represent the lowest types of education. I still feel that there is something that would give us a bit more idealism than what we have.

Heckel: In making out your group standings do you include all members of the fraternity, whether active or inactive?

Bursley: We allow a fraternity to declare a man inactive providing they notify us at the beginning of the semester and provided he moves out of the house. We do not count pledges.

Moore: Why not count pledges?

Bursley: Sometimes they never become members, sometimes they fail to make the grade and can not be active.

Rienow: Is that fair to students in the rest of the school?

Bursley: I am not sure that it is not.

Goodnight: Pledges are not counted on our campus. They are already under pressure. They were the ones who were under pressure in the days before we adopted these regulations, and the latter were devised for getting to the actives in a chapter as well as to the pledge. A chap when he got through the semester and into the fra-

ternity fell into the sophomore slump; that is, he thought the upholstered chairs at the fraternity house were made for him to occupy. This pertains to the actives, and with regard to the other matter which Heckel raised, we are hard-boiled and include every member of the organization who is enrolled in the University. Of course if a man transfers from another University and we don't know he is a fraternity member, we can't include him. We include everybody on the campus in the fraternity list who has not been excluded from membership by the National. We listen to no stories of inactivity. About two years ago, a notorious ineligible was seen on our campus wearing his fraternity pin. We suspected fraternity bootlegging and so we wrote to all the national organizations whose chapters were on our campus, and asked for a list of men who were members. We caught eight fraternities which had initiated ineligible men and they had a very disagreeable session with us. I should have been pleased to hear from Mr. Duerr of the National Interfraternity Conference, and should be glad to hear from Mr. Williams, representing a national organization.

Edmondson: I believe one possible answer to the question is that many fraternity houses are saturated with that spirit which we call "just get by." You all know what it is. It is in my fraternity and I am the chapter adviser. The fraternity is at the bottom of the list scholastically.

The national organization of one fraternity is trying to meet this problem by installing in the house a superior graduate student whose duty it is to stem that spirit of "just get by" and introduce instead a spirit of scholastic attainment. The organization will pay this man \$50.00 per month and his living expenses. I believe that the plan will work. I believe that it will work because of my observation of a similar situation on our campus several years ago. That was in the Phi Kappa Psi fraternity. Two superior men who had graduated became connected with the University officially and lived in their fraternity house. They developed the spirit of scholastic attainment in that house and it came from the bottom of the list to the top and stayed there for several years.

Park: When Bradshaw's questionnaire reached us we replied, "exactly nothing!" We are doing all that we can in recognizing scholarship through awards prizes, and so on, but I think it goes back to the classroom, to the quality of teaching. It is difficult to set a standard. That is the question we have to solve.

Heckel: I think we must get at the causes of low scholarship. Fraternities pledge high school graduates, with no knowledge of their scholastic records. If we were to require the fraternities to defer for a semester the pledging of any man who graduated in the lower third of the high school class, we might approach a solution of our problem.

Armstrong: This particular topic is one in which I am vitally interested. As I see the problem of scholarship in fraternities and dormitories, it is not to be solved by one or two superficial remedial

measures. Its solution depends upon an understanding of the total factors involved, and a comprehensive plan evolved through understanding such factors.

To a limited degree legislation can be depended upon. We have at Northwestern what we know as the "one-third" rule. If a fraternity for a semester has more than one-third of its members below "C" average, it is warned. If the condition is not rectified by the end of the second semester, it is placed upon probation. Then at the end of the third semester, if the necessary improvement has not occurred, the least thing that happens is that the organization's pledging privileges are removed. When this third period is entered a thorough study is made of the organization—its pledging policy, its finances, its house regulations, its personnel, its leadership, its methods, and out of this study such recommendations are made as are deemed necessary to clear up the situation completely. On penalty of being expelled from the University, the chapter is directed to meet the conditions imposed upon it and follow the recommendations made. Under the use of this rule, we have secured very gratifying results. The semester before the rule went into effect eighteen fraternities would have been affected. Last semester, after three years of operating under the rule, only three fraternities failed to measure up to its demands.

This regulation, I believe, is proof that university administration can by regulation bring up the scholarship of fraternities. But as stated at the beginning, regulation has its limitations. For instance, in our experience we brought up the average of the lowest fraternities and the general fraternity average but by the regulation didn't affect the status of the better organizations.

Similarly, the fraternity or dormitory can make some progress by regulations of its own. Study rules, initiation requirements, penalties for failure to meet certain standards, et cetera, all have benefits.

At the same time I believe that everyone should realize that regulation and penalties are only a small part of a comprehensive scheme. More positive and more fundamental measures should also be used. For instance, we have found that councilors in the dormitories have been of material assistance in improving the scholarship of these groups, which has always been good. By attempting to get at the individual causes they have been able to do much. They can get the story of the individual's problems in an effective way—too much outside work, poor motivation, etc.

After all, how much a man studies and how effectively he studies depends to a considerable degree upon his attitude toward his work. No permanent group improvement can be made without improving the attitude of the men toward the values in education. University administration through deans of men can do much to interpret, introduce and reiterate educational values to groups, through constant pointing out how the educational process can develop the powers of mind and spirit, through showing that aesthetics have a very real appeal to

rugged manhood, through giving suggestions to the scholarship committees of groups, etc. And I think all the resources for educational improvement have not been tapped unless the group is doing for itself what it can to introduce, interpret and reiterate educational values. The group must realize that it holds an important position in the educational scheme, that it can do much toward determining the educational outlook of its members. For instance, a good program of pledge education can do much to open the freshman's eyes to the bigger values in university life. I was astounded this year in directing the pledge studies of my fraternity to see how much can be accomplished, how many values can be introduced at the freshman level that frequently are not discovered until the college career is nearly ended. Another instance might be cited in the project started by one of our fraternities to improve and develop the attitude of its members toward aesthetic things. They organized a series of meetings, held every two weeks, at which times men of considerable recognition were invited to take dinner with them, then discuss in a very informal manner artistic values. A nationally known architect, a famous pianist and composer, a literary critic came to their home, ate and smoked with them and discussed these values in such a virile and vital way that the discussions ran late into the evening.

The point that I am making is that in attempting to raise the scholarship of groups, we must realize that we are dealing with a complex problem that is to be approached with a comprehensive and widespread program if we hope to be really effective in reaching our men.

Smith of Illinois: As a part of the discussion on how to improve the scholarship of groups, I should like to tell you of a method which I believe has been very successful in improving freshman scholarship. In 1923 Dean Clark devised a freshman honor society at the University of Illinois. At that time, he had no idea that it would ever be more than a local organization. In the first year of its existence, there were about two per cent of the freshmen at Illinois eligible for membership. By 1926 the organization had gained such prestige on the campus that nearly five per cent of the freshmen were initiated by virtue of having a scholastic average of at least one-half A and one-half B in the work carried. The success of the organization was being talked about at other institutions, and in 1926 a call came from the University of Missouri to establish a chapter there. Since that time the organization has spread very rapidly, until at present there are twenty-five chapters, the fraternity having gone into schools all over the United States. In every instance where a chapter has been granted, the fraternity has been well received, and has served as a stimulus for high scholarship. Last year the Pennsylvania State College membership increased forty per cent over that of the previous year. Phi Eta Sigma has proved to be a successful method of raising the standards of scholarship among freshman men.

## BUSINESS SESSION

Armstrong: If it is your pleasure now to go into the business session of the conference, we have the reports of the committees on nomination and time and place of next meeting.

I suggest that we take up the new business first.

Sanders: I move that this association authorize the appointment of a Policy committee, the chairman of which shall be the outgoing president, to make a study of points raised by Dean Armstrong and any others pertaining to a policy for this Association.

The motion was seconded and carried.

Armstrong: Do you have any particular suggestions about this committee?

Sanders: None, except the identity of the chairman. The members should be near enough to each other geographically to make possible one or two meetings during the year. My only suggestion would be that and not the number. I would leave it to the chairman to appoint his own committee.

A motion to eliminate from the Minutes discussions following formal papers was lost. The secretary was instructed to send copies of the stenographer's record to those participating in the discussion for confirmation or correction.

Motion by Park that accounts be audited as requested by the treasurer was seconded and carried.

Armstrong: I now call for the report of the Committee on Place and Date of the next meeting.

Miller: We recommend that the association meet at Knoxville, Tennessee, with Dean Massey and that the next year the meeting be held at the University of California at Los Angeles. I am very anxious that you should come out to Los Angeles; give the men of the Western Association an opportunity to become acquainted with you. I feel that you have an obligation in that connection.

Rienow: It seems to me that it would be wise to separate the motion. I think everyone here would like to go to California, but (and I am speaking for myself alone) there may be serious financial difficulties in the way. I question whether the National Association should hold its meetings at the extreme east or west. I have a tendency to feel that we ought to arrange our meeting in such a place that the largest majority of us could attend.

Melcher: I agree with Dean Rienow to this extent, I think we should determine the place of meeting for next year and determine next year if it would be possible for us to go to California.

Armstrong: Are you willing to say that the Western Association will be willing to meet with us?

Miller: I was authorized to do this.

Armstrong: I don't believe we can bind ourselves so that the organization could not reverse the decision if they so wished. It would be better to separate the two motions.

Miller: I move that the meeting next year be held at Knoxville, Tennessee.

This was seconded and voted upon. It passed

Miller: I move that we go on record as expressing the hope that this organization may meet at the University of California at Los Angeles in 1932.

This was seconded, voted upon, and passed.

Armstrong: We will now hear the report of the committee on Nominations.

Chairman: We wish to make the following nominations: Dean W. L. Sanders, for President; F. M. Massey, for Vice President, and V. I. Moore, for Secretary-Treasurer.

The report of the committee was adopted and the individuals nominated were elected by unanimous vote.

The report of the committee on Resolutions was presented by Dean Robert Rienow, of Iowa. This report appears in the Appendix.

Armstrong: This year has started a custom which I hope will become a regular part of our meetings. This year for the first time, the wives of the Deans of Men have held a meeting of their own, and I should like to hear from that group. I shall call on the chairman of that group to tell you about their meeting and the chairman happens to be my wife, Mrs. Armstrong.

Mrs. Armstrong: This year has been the most successful for the wives of the Deans of Men from several standpoints, from the standpoint of social contacts; from the standpoint of mutual profit; and from the standpoint of numbers, for our attendance was eighteen, the largest number of wives ever in attendance. It was my idea that since our problems are similar, we could derive benefit from meeting together to discuss our mutual problems that arise in the "job of being a wife of a Dean of Men." It may encourage you to know that we did not mention the word "salary," nor did we complain that our husbands do not hang up their clothes at home, both of which you must see are problems in the lives of the wives of deans. In our discussions we brought up such subjects as reaching the student through the home, the best forms of entertainment, menus, and chaperoning. Needless to say, we came to the conclusion that we are very important to you Deans of Men. But more important than that is the fact that we passed a resolution to the effect that this meeting of the wives be a regular part of the conferences of Deans of Men each year, and we should like for the following resolution to be included in the minutes of the meeting:

Resolved: That the President of the National Association of Deans of Men set aside a time and place each year for the wives of the Deans of Men to hold a discussion group on the problems of the wives of the Deans and that it be recommended that the wife of the President each year direct the discussion if it is at all possible for her to attend.

Melcher: What if the president should be an old bachelor?

Mrs. Armstrong: I understand that Dean Rienow is the only bachelor in attendance, and since Dean Rienow has already served as pres-

ident, we thought that the danger of the problem arising would not be very great.

The following wives of Deans of Men were present: Mrs. J. M. Bennett, Mrs. E. G. Campbell, Mrs. R. S. Corbett, Mrs. Stanley Coulter, Mrs. C. E. Edmondson, Mrs. M. L. Fisher, Mrs. A. K. Heckel, Mrs. V. I. Moore, Mrs. A. Nowotny, Mrs. J. A. Park, Mrs. G. E. Ripley, Mrs. J. L. Rollins, Mrs. T. S. Staples, Mrs. G. W. Stephens, Mrs. L. P. Woods, Mrs. C. N. Wunder, and myself.

Armstrong: We welcome our officers for the coming year. Before I turn over the chair to our new president, I would like to say a few words more. This Association will be only what we make it. Each of us is responsible for a part in the total scheme. Next year when the President calls on you to do something, do it. Not only do it, but do it promptly and willingly. There may be some other topic which you would prefer to talk on, but keep in mind that the president has in mind the total picture. The more each of us does to help the plan along, the more it will help us. One thing more. I think that we should realize our connection with each other even when we are not in formal meeting. For my own part, my latchstring is always out, and when you are in Evans-ton, please drop in for a chat at least. It will be through informal get-togethers as well as in our formal meetings that we shall make this association mean what it should in our own lives, and the lives of the young men of the United States. I thank you for what you have done for me. And I now turn the chair over to our new President.

Sanders: I personally appreciate the confidence that you express in me by choosing me as the president of this Association for the coming year. I appreciate it more because I represent a small institution. The presidents have usually represented the larger institutions. It will be reassuring to representatives of the smaller institutions who have been active in this group. It will make them feel that they are really partners in this Association. I feel that Dean W. G. Hormell, who for a number of years attended these conferences regularly, will be pleased when he learns that his institution has been recognized in this fashion.

I am sure that the program under the direction of this year's capable officers has helped us. We shall return to our institutions feeling that we have been inspired and instructed. I desire to express to President Armstrong and to Vice-President Ripley and to Dean Moore, secretary, my appreciation of their work, and trust that a year hence when we shall meet at Knoxville a similar tribute may honestly be paid to our work.

This conference is now adjourned.



## **APPENDIX**

- A. Roster of those in attendance.**
- B. Resolutions.**
- C. Summary of previous meetings.**
- D. Financial Statement.**
- E. List of Architects contributing to the display of dormitory and fraternity house plans.**

# APPENDIX A

## Official Roster of Attendance

NAME	TITLE	INSTITUTION
Alderman, W. E.	Dean of Men, Dean of College	Beloit College
Armstrong, Jas. W.	Dean of Men	Northwestern University
Bennett, J. N.	Dean of College	Drury College
Bostwick, J. L.	Grad. Fellow., Dean Stud. Affrs.	University of Minnesota
Bursley, Jos. A.	Dean of Students	University of Michigan
Campbell, E. G.	Dean of Men	Transylvania College
Corbett, L. S.	Dean of Men	University of Maine
Coulter, Stanley	Dean of Men Emeritus	Purdue University
Dirks, L. H.	Dean of Men	DePauw University
Dixon, F. B.	Dean of Men	S. E. Tchrs. Col., Durant, Okla.
Dubach, U. G.	Dean of Men	Oregon State College
Duerr, A. E.	Secy., Interfraternity Conf.	New York
Edmondson, C. E.	Dean of Men	Indiana University
Eriksen, E. G.	Financial Adv. for Stud. Org.	University of Minnesota
Ficken, C. E.	Dean of Men	Macalester College
Findlay, J. F.	Dean of Men	University of Oklahoma
Fisher, M. L.	Dean of Men	Purdue University
Gardner, D. H.	Dean of Men	University of Akron
Goodnight, S. H.	Dean of Men	University of Wisconsin
Greenleaf, W. J.	Spec. Higher Education	U. S. Office of Education
Harper, W. C.	Asst. Dean of Student Affairs	University of Nebraska
Healy, J. J.	Dean, School of Pharmacy	Little Rock College
Heckel, A. K.	Dean of Men	University of Missouri
Huebert, M. G.	Dean of College	St. Mary's Univ. San Ant., Tex.
Hurie, W. L.	President	Thy College of the Ozarks
Lancaster, D. S.	Dean of Men	University of Alabama
Leftwich, L. L.	Dean of Men	Texas Christian University
Loddell, H. E.	Dean	Massachusetts Inst. of Tech'gy.
Lovitt, W. V.	Dean of Men	Colorado College
McElroy, C. H.	Dean of Men	Oklahoma A.& M. College
McLeod, L. S.	Acting Dean of College	University of Tulsa
Massey, F. M.	Dean of Men	University of Tennessee
Maw, H. B.	Dean of Men	University of Utah
Meadors, A. J.	Dean	Arkansas State Teachers Col.
Melcher, C. R.	Dean of Men	University of Kentucky
Miller, E. J.	Dean of Men	Univ. of Calif. at Los Angeles
Moore, V. I.	Dean of Student Life	The University of Texas
Nicholson, E. E.	Dean of Student Affairs	University of Minnesota
Nowotny, A.	Asst. Dean of Men	The University of Texas
Park, J. A.	Dean of Men	Ohio State University
Powell, P. L.	Dean	Franklin College
Rasmussen, P. A.	Dean of Men	Concordia Col., Moorhead, Minn.
Reed, L. I.	Dean of Men	Iowa State Teachers College
Rienow, Robert	Dean of Men	University of Iowa
Ripley, G. E.	Dean of Men	Universities of Arkansas
Rollins, J. L.	Counselor for Men	Northwestern University
Sanders, W. L.	Dean of Men	Ohio Wesleyan University
Shaw, J. M.	Personnel Director	Iowa State College
Smiley, E. K.	Dean of Men	University of North Dakota
Smith, G. H.	Asst. Dean of Men for Freshmen and Foreign Students	University of Illinois
Speck, H. E.	Dean of Students	Southwest Texas St. Tchrs. Col.
Staples, Thos. S.	Dean	Hendrix-Henderson College
Stephens, G. W.	Dean of Students	Washington University
Stewart, J. C.	Dean of Men	Arkansas Polytechnic College
Tolbert, B. A.	Dean of Men	University of Florida
Trout, A. L.	Architect, Univ. of Mich.	
Turner, F. H.	Asst. Dean of Men	University of Illinois
Vance, J. M.	Dean of Men	College of Wooster
Wahr, S. B.	Asst. Dean of Students	University of Michigan
Werner, Henry	Men's Student Adviser	Kansas University
Williams, Vernon	General Secretary	Sigma Nu Fraternity
Wood, Frederick	Dean of Men	Hamline University
Woods, L. P.	Acting Dean of Men	Northeastern Okla. Tchrs. Col.
Wunder, C. N.	Dean of Men	University of Mississippi

## APPENDIX B

Resolutions unanimously adopted by the Twelfth Annual Conference of the National Association of Deans and Advisers of Men. Dean Robert Rienow of Iowa was appointed as a committee of one on Resolutions.

Knowing full well how inadequate are words to express the finer emotions of the human heart, we yet turn to them at this moment to render deserved honor to two of our former friends and co-workers who within the past year have been palled from our midst. For the first time in the history of our association the grim reaper has entered our doors, and Dean Carl Engberg, Dean of Men of the University of Nebraska, and Dean J. L. Richmond, Dean of Men of the University of Toledo, have been called to their reward. They were enthusiastic workers with us in our labors with young men. They served their day and generation well. They have gone to their reward. It is written.

And this remembrance of friendship and appreciation shall be inscribed in the permanent minutes of this organization as a fitting testimonial to their memory.

\* \* \* \*

While it is always meet and proper that we should express our sincere appreciation of the courtesies extended to us wherever we have gathered for our yearly meetings, yet we desire that these resolutions shall not be considered as stereotyped gestures. They are intended to convey our deep and sincere gratitude to those whose labors have made possible the joy and profit of this gathering. They are a slight token that we hope may be accepted as an expression of the real and heartfelt appreciation on the part of the National Association of Deans and Advisers of Men to all who have contributed to the success of this splendid meeting.

To Dean Ripley for his untiring labors in all the multitudinous problems involved in such a gathering, for his thoughtfulness, cheerfulness, and ever-present solicitude for our comfort and pleasure;

To President Futrall and the University of Arkansas for their interest in this work and their many expressions of welcome;

To the members of the faculty of the University for the kindly offer of cars for our use;

To the ladies of the University Club and the Y.W.C.A., to Mr. W. S. Gregson and those who assisted him in the delightful entertainment;

To all these we are deeply indebted. We cannot soon forget the warm hospitality that has marked this meeting and helped so much to make it the splendid success it has been.

And to you, Deans Armstrong and Moore, this association extends its official thanks and congratulations for the masterly and successful manner in which this season has been conducted. We especially commend the splendid and far-seeing address of President Armstrong.

Since in recent years certain fraternities have seen fit to place the

national direction and supervision of their chapters in the hands of forceful, high-purposed educators, who from previous experience have acquired the ability to work hand in hand with the colleges in the educational program, and since Sigma Nu Fraternity has seen fit to permit its General Secretary, Vernon M. Williams to visit our conference and deliver a clear, well-planned paper on "Constructive Probation."

Therefore be it resolved by the National Association of Deans and Advisers of Men in conference assembled that it express its approval of those fraternities which have integrated their national program with the program of the colleges, and further, that it extend particular approval of the work done by the General Secretary of Sigma Nu Fraternity during the past two years and his splendid contribution to the conference.

Furthermore, since the National Interfraternity Conference has co-operated with the colleges in increasing extent during the past year, and has contributed immeasurably to the program of our conference, especially through committee chairman Alvan E. Duer, Arthur J. Remick, and Vernon M. Williams.

Be it resolved that we extend thanks to the Interfraternity Conference for its many acts of assistance during the past year and at our conference.

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## APPENDIX C

### SUMMARY OF PREVIOUS MEETINGS

The first two meetings were held in 1919 and 1920 and resulted from the initiative of several deans in the Middle West. The conferences were informal and no publication was made of the minutes. At the third conference, held at the University of Iowa in 1921 a formal organization was effected and the minutes were ordered printed. From these minutes and those of succeeding years the following summarized statement of previous conference is compiled:

Meeting	Present	Place	President	Secretary
3rd	16	Iowa City, Iowa	T. A. Clark	S. H. Goodnight
4th	20	Lexington, Ky.	E. E. Nicholson	S. H. Goodnight
5th	17	Lafayette, Ind.	Stanley Coulter	E. E. Nicholson
6th	29	Ann Arbor, Mich.	J. A. Bursley	E. E. Nicholson
7th	31	Chapel Hill, N. C.	Robert Rienow	F. F. Bradshaw
8th	46	Minneapolis, Minn.	C. R. Melcher	F. F. Bradshaw
9th	43	Atlanta, Ga.	Floyd Field	F. F. Bradshaw
10th	50	Boulder, Colo.	S. H. Goodnight	F. M. Dawson
11th	75	Washington, D. C.	G. B. Culver	V. I. Moore
12th	64	Fayetteville, Ark.	J. W. Armstrong	V. I. Moore

The next meeting will be held at Knoxville, Tenn., in April or May of 1931. Notification will be sent all Deans of Men early in the spring indicating the exact date of the conference.

## APPENDIX D

### FINANCIAL STATEMENT OF THE SECRETARY- TREASURER, 1929

#### Disbursements

<b>Services:</b> .....	\$ 65.00
Jack Romagno, stenographer at Washington .....	\$40.00
E. B. Thompson, operator of stereoptican .....	10.00
Mrs. W. C. Green, et al., for clerical services .....	15.00
<b>Printing:</b> .....	311.03
Republican Printing Co., Lawrence, Kansas, (Annual Minutes) .....	\$281.83
E. L. Steck, Firm Foundation Pub. Co., Texas Book Store, Austin, Texas (stationery, blanks, etc.)....	29.20
American Express Co. ....	19.50
Postage .....	45.00
Telegrams .....	5.50
Record Book, Rubber Stamp, and other incidentals .....	3.50
<b>TOTAL DISBURSEMENTS</b> .....	<b>\$449.53</b>

#### Receipts

Balance on hand, May 1, 1929 .....	\$242.03
1930 dues (64 members @ \$10.00 each) .....	640.00
<b>TOTAL RECEIPTS</b> .....	<b>\$882.03</b>
<b>Total Disbursements</b> .....	<b>\$449.53</b>
<b>Total Receipts</b> .....	<b>\$882.03</b>
<b>BALANCE CARRIED FORWARD</b> .....	<b>\$432.50</b>

## APPENDIX E

### ARCHITECTS CONTRIBUTING TO EXHIBITS SHOWN AT CONFERENCE AT FAYETTEVILLE

Armstrong, Furst and Tilton, 127 N. Dearborn Street Chicago, Ill.  
Bartholomew, P. A., Deenan Building, Pittsburgh, Penn.  
Bishop, Knowleton, and Carson, Indianapolis, Ind.  
Crowell Construction Company, Madison, Wis.  
Dittoe, Louis G., Architects, Cleveland, Ohio.  
Ferrand and Fitch, 6188 Delmar Blvd., St. Louis, Mo.  
Granger & Bollenbacher, 333 N. Michigan Avenue, Chicago, Ill.  
Charles Hodgdon & Son, 134 S. LaSalle Street, Chicago, Ill.  
Jamieson & Spearl, Arcade Building, St. Louis, Mo.  
Jenson, Anton, 511 Essex Building, Minneapolis, Minn.  
Knox, Arthur Howell, 140 S. Dearborn Street, Chicago, Ill.  
Lockwood, Green Engineers, Inc., 24 Federal Street, Boston, Mass.  
Berry McAlester Company, Columbia, Mo.  
Miller and Martin, Title Guarantee Building, Birmingham, Ala.  
Morris, Benjamin W., 161 Park Avenue, New York City.  
Nicol, Charles Wheeler, Strauss Building, Chicago, Ill.  
Peabody, Arthur, State Architect, State Capitol, Madison, Wis.  
Pond & Pond, Martin & Lloyd, 180 N. Michigan Avenue, Chicago, Ill.  
Pope, John Russell, Architects, New York City.  
Rogers, James Gamble, 156 E. 46th Street, New York City.  
Stebbins, Haxby, Bissell, 1111 Nicollet Avenue, Minneapolis, Minn.  
Stewardson & Page, 315 S. 15th Street, Philadelphia, Penn.  
Howard Shaw Associates, 104 S. Michigan Avenue, Chicago, Ill.  
Taylor, Howell, 1520 David Stotts Building, Detroit, Mich.  
Kenneth Worthen & Company, 37 Otis Avenue, St. Paul, Minn.  
York & Sawyer, 100 E. 42 street, New York City.  
Zantzinger, Borie & Medary, Otis Building, Philadelphia, Penn.  
Ellis, Chas., Fayetteville, Ark.  
Carter, Fayetteville, Ark.

